For Reference

Not to be taken from this room

Northeastern University

316 Huntington Avenue
Boston, Mass.

SCHOOL OF ENGINEERING
SCHOOL OF BUSINESS ADMINISTRATION
SCHOOL OF LAW
SCHOOL OF BUSINESS

* * *

LINCOLN SCHOOL OF LIBERAL ARTS
LINCOLN INSTITUTE
LINCOLN PREPARATORY SCHOOL

* * *

HUNTINGTON SCHOOL FOR BOYS

* * *

This book is a combined catalogue of all of the schools conducted by Northeastern University.

Northeastern University

DAY DIVISION

SCHOOL OF
ENGINEERING

1932-1933

Northeastern University
Boston, Massachusetts

Gifts and Bequests

Northeastern University will welcome gifts and bequests for the following purposes:

(a) For the completion of its Building Program.
(b) For general endowment.
(c) For specific purposes which may especially appeal to the donor.

While it is not necessary, it would be appreciated if those contemplating gifts or bequests would confer with the President of the University regarding the University's needs before legal papers are drawn.

Funds given to the University should be left in the following manner:

"I give and bequeath to Northeastern University of the Boston Young Men's Christian Association, an educational institution incorporated under the laws of Massachusetts and located in Boston, Massachusetts, the sum of................dollars ($)".

ASSOCIATION BUILDING, NORTHEASTERN UNIVERSITY
(*Main Building*)

NORTHEASTERN UNIVERSITY
DAY DIVISION

SCHOOL OF
ENGINEERING

Co-operative Plan

1932-1933

"Practice and Theory Co-ordinated"

University Calendar

For Freshmen

1932-1933

Division A

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	**9**	**10**
11	**12**	**13**	**14**	**15**	**16**	**17**
18	**19**	**20**	**21**	**22**	**23**	**24**
25	**26**	**27**	**28**	**29**	**30**	

OCTOBER

S	M	T	W	T	F	S
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9	**10**	**11**	12	**13**	**14**	**15**
16	**17**	**18**	**19**	**20**	**21**	**22**
23	**24**	**25**	**26**	**27**	**28**	**29**
30	**31**					

NOVEMBER

S	M	T	W	T	F	S
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DECEMBER

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JANUARY

S	M	T	W	T	F	S
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22	**23**	**24**	**25**	**26**	**27**	**28**
29	**30**	**31**				

FEBRUARY

S	M	T	W	T	F	S
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19	**20**	**21**	22	**23**	**24**	**25**
26	**27**	**28**				

MARCH

S	M	T	W	T	F	S
			1	**2**	**3**	**4**
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12	**13**	**14**	**15**	**16**	**17**	**18**
19	**20**	**21**	**22**	**23**	**24**	**25**
26	**27**	**28**	**29**	**30**	**31**	

APRIL

S	M	T	W	T	F	S
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23	24	25	26	27	28	29
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MAY

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21	22	23	24	25	26	27
28	29	30	31			

JUNE

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

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23	24	25	26	27	28	29
30	31					

AUGUST

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27	28	29	30	31		

Division B

SEPTEMBER

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

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20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	**29**	**30**	**31**

JANUARY

S	M	T	W	T	F	S
1	2	**3**	**4**	**5**	**6**	**7**
8	**9**	**10**	**11**	**12**	**13**	**14**
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22	**23**	**24**	**25**	**26**	**27**	**28**
29	**30**	**31**				

FEBRUARY

S	M	T	W	T	F	S
			1	**2**	**3**	**4**
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19	**20**	**21**	22	**23**	**24**	**25**
26	**27**	**28**				

MARCH

S	M	T	W	T	F	S
			1	**2**	**3**	**4**
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12	**13**	**14**	**15**	**16**	**17**	**18**
19	**20**	**21**	**22**	**23**	**24**	**25**
26	**27**	**28**	**29**	**30**	**31**	

APRIL

S	M	T	W	T	F	S
						1
2	**3**	**4**	**5**	**6**	**7**	**8**
9	**10**	**11**	**12**	**13**	**14**	**15**
16	**17**	**18**	19	**20**	**21**	**22**
23	**24**	**25**	**26**	**27**	**28**	**29**
30						

MAY

S	M	T	W	T	F	S
	1	**2**	**3**	**4**	**5**	**6**
7	**8**	**9**	**10**	**11**	**12**	**13**
14	**15**	**16**	**17**	**18**	**19**	**20**
21	**22**	**23**	**24**	**25**	**26**	**27**
28	**29**	30	**31**			

JUNE

S	M	T	W	T	F	S
				1	**2**	**3**
4	**5**	**6**	**7**	**8**	**9**	**10**
11	**12**	**13**	**14**	**15**	**16**	17
18	**19**	**20**	**21**	**22**	**23**	**24**
25	**26**	**27**	**28**	**29**	**30**	

JULY

S	M	T	W	T	F	S
						1
2	**3**	4	**5**	**6**	**7**	**8**
9	**10**	**11**	**12**	**13**	**14**	**15**
16	**17**	**18**	**19**	**20**	**21**	**22**
23	24	25	26	27	28	29
30	31					

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	25
27	28	29	30	31		

School Sessions indicated by type — **1, 2, 3.**

Holidays, Sundays and Vacation Periods indicated by type — 1, 2, 3.

Summer Term Review Courses for both Division A and Division B are offered from August 14 to September 9.

University Calendar

For Upper Classmen

1932-1933

Division A

SEPTEMBER

S	M	T	W	T	F	S
				1	*2*	*3*
4	5	*6*	*7*	*8*	*9*	*10*
11	**12**	**13**	**14**	**15**	**16**	**17**
18	**19**	**20**	**21**	**22**	**23**	**24**
25	**26**	**27**	**28**	**29**	**30**	

OCTOBER

S	M	T	W	T	F	S
						1
2	**3**	**4**	**5**	**6**	**7**	**8**
9	**10**	**11**	12	**13**	**14**	**15**
16	*17*	*18*	*19*	*20*	*21*	*22*
23	*24*	*25*	*26*	*27*	*28*	*29*
30	*31*					

NOVEMBER

S	M	T	W	T	F	S
		1	*2*	*3*	*4*	*5*
6	*7*	*8*	*9*	*10*	*11*	*12*
13	*14*	*15*	*16*	*17*	*18*	*19*
20	**21**	**22**	**23**	24	**25**	**26**
27	**28**	**29**	**30**			

DECEMBER

S	M	T	W	T	F	S
				1	**2**	**3**
4	**5**	**6**	**7**	**8**	**9**	**10**
11	**12**	**13**	**14**	**15**	**16**	**17**
18	**19**	**20**	**21**	**22**	**23**	24
25	26	*27*	*28*	*29*	*30*	*31*

JANUARY

S	M	T	W	T	F	S
1	2	*3*	*4*	*5*	*6*	*7*
8	*9*	*10*	*11*	*12*	*13*	*14*
15	*16*	*17*	*18*	*19*	*20*	*21*
22	*23*	*24*	*25*	*26*	*27*	*28*
29	**30**	**31**				

FEBRUARY

S	M	T	W	T	F	S
			1	**2**	**3**	**4**
5	**6**	**7**	**8**	**9**	**10**	**11**
12	**13**	**14**	**15**	**16**	**17**	**18**
19	**20**	**21**	22	**23**	**24**	**25**
26	**27**	**28**				

MARCH

S	M	T	W	T	F	S
			1	**2**	**3**	**4**
5	*6*	*7*	*8*	*9*	*10*	*11*
12	*13*	*14*	*15*	*16*	*17*	*18*
19	*20*	*21*	*22*	*23*	*24*	*25*
26	*27*	*28*	*29*	*30*	*31*	

APRIL

S	M	T	W	T	F	S
						1
2	*3*	*4*	*5*	*6*	*7*	*8*
9	**10**	**11**	**12**	**13**	**14**	**15**
16	**17**	**18**	19	**20**	**21**	**22**
23	**24**	**25**	**26**	**27**	**28**	**29**
30						

MAY

S	M	T	W	T	F	S
	1	**2**	**3**	**4**	**5**	**6**
7	**8**	**9**	**10**	**11**	**12**	**13**
14	*15*	*16*	*17*	*18*	*19*	*20*
21	*22*	*23*	*24*	*25*	*26*	*27*
28	*29*	*30*	*31*			

JUNE

S	M	T	W	T	F	S
				1	*2*	*3*
4	*5*	*6*	*7*	*8*	*9*	*10*
11	*12*	*13*	*14*	*15*	*16*	*17*
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	*31*					

AUGUST

S	M	T	W	T	F	S
		1	*2*	*3*	*4*	*5*
6	*7*	*8*	*9*	*10*	*11*	*12*
13	*14*	*15*	*16*	*17*	*18*	*19*
20	*21*	*22*	*23*	*24*	*25*	*26*
27	*28*	*29*	*30*	*31*		

Division B

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	*12*	*13*	*14*	*15*	*16*	*17*
18	*19*	*20*	*21*	*22*	*23*	*24*
25	*26*	*27*	*28*	*29*	*30*	

OCTOBER

S	M	T	W	T	F	S
						1
2	*3*	*4*	*5*	*6*	*7*	*8*
9	*10*	*11*	*12*	*13*	*14*	*15*
16	**17**	**18**	**19**	**20**	**21**	**22**
23	**24**	**25**	**26**	**27**	**28**	**29**
30	**31**					

NOVEMBER

S	M	T	W	T	F	S
		1	**2**	**3**	**4**	**5**
6	**7**	8	**9**	**10**	11	**12**
13	**14**	**15**	**16**	**17**	**18**	**19**
20	*21*	*22*	*23*	24	*25*	*26*
27	*28*	*29*	*30*			

DECEMBER

S	M	T	W	T	F	S
				1	*2*	*3*
4	*5*	*6*	*7*	*8*	*9*	*10*
11	*12*	*13*	*14*	*15*	*16*	*17*
18	*19*	*20*	*21*	*22*	*23*	*24*
25	26	27	**28**	**29**	**30**	**31**

JANUARY

S	M	T	W	T	F	S
1	2	**3**	**4**	**5**	**6**	**7**
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15	**16**	**17**	**18**	**19**	**20**	**21**
22	**23**	**24**	**25**	**26**	**27**	**28**
29	*30*	*31*				

FEBRUARY

S	M	T	W	T	F	S
			1	*2*	*3*	*4*
5	*6*	*7*	*8*	*9*	*10*	*11*
12	*13*	*14*	*15*	*16*	*17*	*18*
19	*20*	*21*	*22*	*23*	*24*	*25*
26	*27*	*28*				

MARCH

S	M	T	W	T	F	S
			1	*2*	*3*	*4*
5	**6**	**7**	**8**	**9**	**10**	**11**
12	**13**	**14**	**15**	**16**	**17**	**18**
19	**20**	**21**	**22**	**23**	**24**	**25**
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APRIL

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2	**3**	**4**	**5**	**6**	**7**	**8**
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16	*17*	*18*	*19*	*20*	*21*	*22*
23	*24*	*25*	*26*	*27*	*28*	*29*
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MAY

S	M	T	W	T	F	S
	1	*2*	*3*	*4*	*5*	*6*
7	*8*	*9*	*10*	*11*	*12*	*13*
14	**15**	**16**	**17**	**18**	**19**	**20**
21	**22**	**23**	**24**	**25**	**26**	**27**
28	**29**	30	**31**			

JUNE

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11	**12**	**13**	**14**	**15**	**16**	17
18	*19*	*20*	*21*	*22*	*23*	*24*
25	*26*	*27*	*28*	*29*	*30*	

JULY

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2	*3*	4	*5*	*6*	*7*	*8*
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16	*17*	*18*	*19*	*20*	*21*	*22*
23	*24*	*25*	*26*	*27*	*28*	*29*
30	31					

AUGUST

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6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30	31		

School Sessions indicated by type — **1, 2, 3.**

Holidays, Sundays, and Vacation Periods indicated by type — 1, 2, 3.

Co-operative Work Sessions indicated by type — *1, 2, 3.*

Summer Term Review Courses for Division A are offered from June 19 to July 15.

Summer Term Review Courses for Division B are offered from August 14 to September 9.

Calendar for School Year, 1932-1933

General Notes

First-year students, both Division A and Division B, attend school for thirty consecutive weeks. Their co-operative work begins after the close of the freshman year.

Upper classmen co-operate on the five week plan, except in summer, when one period for each division is six weeks in length.

Division B is at co-operative work while Division A is at school.

Division A is at co-operative work while Division B is at school.

While engaged at co-operative work students have no holidays except legal holidays and those specifically designated as holidays by the firm with which they are employed.

The symbols AA and BB designate full time students; that is, students who are not on the co-operative plan.

1932	
September 5.	*Monday.* Labor Day. (School exercises omitted.)
September 7.	*Wednesday.* Entrance examinations.
September 8.	*Thursday.* Registration and opening of school for Division A Freshmen. Students failing to register promptly on September 8 will be charged a late registration fee of five dollars ($5).
September 12.	*Monday.* Opening of first semester for Division A and AA Upper classmen. Co-operative work begins for Division B Upper classmen.
September 24.	*Saturday.* Last day on which subjects of Division A Senior theses may be approved.
October 12.	*Wednesday.* Columbus Day. (School exercises omitted.)
October 17.	*Monday.* Second period begins for Division A Freshmen. Co-operative work begins for Division A Upper classmen. Opening of First Semester for Division B and BB Upper classmen. First Full-time term begins for Division AA Upper classmen.
October 29.	*Saturday.* Last day on which subjects of Division B Senior theses may be approved.

NOVEMBER 11. *Friday.* Armistice Day. (School exercises omitted.)

NOVEMBER 21. *Monday.* Third period begins for Division A Freshmen.
Second period begins for Division A and AA Upper classmen.
First Full-time term begins for Division BB Upper classmen.

NOVEMBER 23. *Wednesday.* (School exercises omitted after 1 P.M.)

NOVEMBER 24. *Thursday.* Thanksgiving Day. (School exercises omitted.)

DECEMBER 24. *Saturday.* School exercises omitted.

DECEMBER 26. *Monday.* Observance of Christmas. (School exercises omitted.)

DECEMBER 24.—JANUARY 2. Vacation for Division A Freshmen.

DECEMBER 27. *Tuesday.* School exercises omitted.

DECEMBER 28. *Wednesday.* Second period begins for Division B and BB Upper classmen.
Second Full-time term begins for Division AA Upper classmen.

DECEMBER 29. *Thursday.* Registration and opening of school for Division B Freshmen.
Students failing to register promptly on December 29 will be charged a late registration fee of five dollars ($5).

1933

JANUARY 2. *Monday.* Observance of New Year's Day. (School exercises omitted.)

JANUARY 3. *Tuesday.* Fourth period. Second Semester begins for Division A Freshmen.

JANUARY 30. *Monday.* Third period (Second Semester) begins for Division A and AA Upper classmen.
Second Full-time term begins for Division BB Upper classmen.
Fifth period begins for Division A Freshmen.
Second period begins for Division B Freshmen.

FEBRUARY 22. *Wednesday.* Washington's Birthday. (School exercises omitted.)

MARCH 6.	*Monday.* Sixth period begins for Division A Freshmen. Third period begins for Division B Freshmen. Third period (Second Semester) begins for Division B and BB Upper classmen. Third Full-time term begins for Division AA Upper classmen.
APRIL 8.	*Saturday.* School year ends for Division A Freshmen.
APRIL 10.	*Monday.* Fourth period (Second Semester) begins for Division B Freshmen. Fourth period begins for Division A and AA Upper classmen. Third Full-time term begins for Division BB Upper classmen.
APRIL 19.	*Wednesday.* Patriot's Day. (School exercises omitted.)
MAY 6.	*Saturday.* All work must be completed by Division A Seniors.
MAY 15.	*Monday.* Fifth period begins for Division B Freshmen. Fourth period begins for Division B Upper classmen.
MAY 30.	*Tuesday.* Memorial Day. (School exercises omitted.)
JUNE 10.	*Saturday.* Field Day. (School exercises omitted.) All work must be completed by Division B Seniors.
JUNE 11-17.	Senior Week.
JUNE 17.	*Saturday.* Bunker Hill Day. (School exercises omitted.)
JUNE 18.	*Sunday.* Baccalaureate Sermon.
JUNE 19.	*Monday.* Commencement. Sixth period begins for Division B Freshmen. Review Courses or vacation begin for Division A Upper classmen. Summer six-week period of Co-operative work begins for Division B Upper classmen.
JULY 4.	*Tuesday.* Independence Day. (School exercises omitted.)
JULY 15.	*Saturday.* Review courses end for Division A Upper classmen.

July 22.	*Saturday.* School year ends for Division B Freshmen.
July 31.	*Monday.* Vacation begins for Division B Upper classmen. Summer six-week period of Co-operative work begins for Division A Upper classmen.
August 14.	*Monday.* Review Courses begin for Division A and Division B Freshmen. Review Courses begin for Division B Upper classmen.
September 4.	*Monday.* Labor Day. (School exercises omitted.)
September 7.	*Thursday.* Registration and opening of school for Division A Freshmen. Students failing to register promptly on September 7 will be charged a late registration fee of five dollars ($5).
September 9.	*Saturday.* Review Courses end for Division B Upper classmen and for both Division A and Division B Freshmen.
September 11.	*Monday.* Opening of School Year 1933-1934.

Board of Trustees

TILDEN GRAFTON ABBOTT
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WILLIAM CONVERSE CHICK
Vice-Chairman

ERNEST LOVERING
Treasurer

GALEN DAVID LIGHT
Secretary

Wilman Edward Adams
Alfred Harlowe Avery
Paul Foster Clark
William James Davidson
Walter Gee Davis
Robert Gray Dodge
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Franklin Wile Ganse
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Henry Plimpton Kendall
Stanley Mayall Lane
Henry Gardner Lord
Francis Pope Luce
William Everett Macurda
George Millard Peabody
Arthur Perry, Jr.
Frank Lincoln Richardson
Thomas Hasting Russell
Sabin Pond Sanger
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1931-1932

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Pastor of the First Methodist Episcopal Church, Ann Arbor, Michigan
"*Mahatma Gandhi and India*"

BURTON HOLMES
Lecturer
"*La Belle France*"

FRANKLIN W. JOHNSON
President of Colby College
"*Education for Leisure*"

DONALD B. MACMILLAN
Explorer and Lecturer
"*Under the Northern Lights*"

EDWIN MARKHAM
Poet
"*Selected Poems*"

ROBERT LINCOLN O'BRIEN
Lecturer
"*The Russian Experiment*"

CLARENCE R. SKINNER
Professor of Applied Christianity, Tufts College
"*Prejudice*"

RALPH W. SOCKMAN
Pastor of the Madison Avenue M. E. Church, New York City
"*Gentlemen and Gangsters*"

ARTHUR P. STONE
Lawyer
"*But for the Grace of God*"

NORMAN M. THOMAS
Author and Lecturer
"*Is Human Nature Hopeless*?'

COUNT VON LUCKNER
Lecturer
"*Sea Adventures*"

Chapel Preachers

1931-1932

BISHOP WILLIAM F. ANDERSON
Boston Area, Methodist Episcopal Church

DR. CHARLES N. ARBUCKLE
Pastor, First Baptist Church of Newton

REVEREND B. STANLEY BATSTONE
Pastor, Stratford Street Baptist Church, West Roxbury

REVEREND DANIEL BLISS
Associate Minister, Old South Church

REVEREND NEWTON C. FETTER
Minister to Students of Greater Boston

REVEREND NORMAN D. GOEHRING
Pastor, University Lutheran Church, Cambridge

PROFESSOR CHARLES W. HAVICE
Executive Secretary, Northeastern Student Union

DR. ARTHUR L. KINSOLVING
Rector, Trinity Church

REVEREND SIDNEY LOVETT
Pastor, Mount Vernon Church

DR. ELMER A. LESLIE
Professor Old Testament, Boston University

DR. BOYNTON MERRILL
Pastor, First Church in Newton

REVEREND OTIS R. RICE
Minister, Trinity Church

REVEREND KENNETH C. WALKER
Associate Minister, Arlington Street Church

Historical Statement

THE incorporation of Northeastern University marked an important epoch in the history of one of the most useful educational institutions in America. The University is the realization of a well-defined ideal carefully worked out and persistently followed for many years.

The churches of America, early in their life and development, realized the necessity for higher education conducted under Christian auspices. As a result, there are scattered all over the United States colleges and universities which were established by the various religious denominations: — notable among these being the Methodist, Baptist, Roman Catholic, and Presbyterian institutions, including in New England among others such colleges and universities as Boston University, Boston College, Brown University and Tufts College.

It was natural, therefore, that when the Young Men's Christian Association was established in 1851 by young men representing the various religious denominations, there should have been undertaken evening educational courses for young men as an aid in their all-round development. It was not, however, until 1896 that the Association laid the foundations upon which Northeastern University has been built. At that time it became evident that adults desired a more thorough and complete educational opportunity than had thus far been available to them. Gradually the courses were increased in number, grouped into separate schools and placed under the charge of full-time executives. Finally in 1916 the Young Men's Christian Association authorized as an essential step in the evolution of the institution the incorporation of Northeastern University. This incorporation gave to the University its charter, providing for its Board of Trustees and carrying with it by later enactment broad degree-granting powers.

The evening School of Law, established in 1898, was incorporated in 1904 with degree granting power. Founded in 1907, the evening School of Business, formerly known as the School of Commerce and Finance, confers the degrees of Bachelor and Master of Business Administration. The day School of Engineering was opened in 1909 and confers the Bachelor of Science degree. The day School of Business Administration was opened in 1922, and also grants the Bachelor of Science degree. The University opened in 1927 a new evening school known as the Lincoln Institute, which includes the work in engineering fields formerly offered by the Northeastern Evening Polytechnic School, the latter having its beginnings in 1904. The Lincoln Preparatory School, formerly known as Northeastern Preparatory

School, offers preparatory school work in the evening, leading especially to college admission. This School had its beginnings in 1898. The Huntington Day School for Boys, one of the leading college preparatory schools in the country, was established in 1909 and is conducted under the auspices of the University.

Divisions of the University, offering evening instruction, have been in operation for a number of years in cooperation with the Young Men's Christian Associations of Worcester, Springfield, and Providence. Each of these divisions has a distinctive organization. Each offers the respective curricula of the evening Schools of Law and Business leading to the appropriate University degrees.

INCORPORATION

In 1916 Northeastern College was incorporated under the following charter.

THE COMMONWEALTH OF MASSACHUSETTS

BE IT KNOWN, that whereas Arthur S. Johnson, Lewis A. Crossett, George W. Brainard, Charles W. Perkins, H. Bradlee Fenno, Sabin P. Sanger, William E. Murdock, Frank P. Speare and George W. Mehaffey

have associated themselves with the intention of forming a corporation under the name of the

Northeastern College of the Boston Young Men's
Christian Association

for the purpose of furnishing instruction and teaching in all branches of education in connection with the Boston Young Men's Christian Association and to do any and all things connected with or incidental to the purposes of its organization, and have complied with the provisions of the statutes of this Commonwealth in such case made and provided, as appears from the certificate of the Proper Officers of said corporation, duly approved by the Commissioner of Corporations and recorded in this office:

NOW, THEREFORE, I, ALBERT P. LANGTRY, Secretary of the Commonwealth of Massachusetts, DO HEREBY CERTIFY that said

Arthur S. Johnson, Lewis A. Crossett, George W. Brainard, Charles W. Perkins, H. Bradlee Fenno, Sabin P. Sanger, William E. Murdock, Frank P. Speare and George W. Mehaffey, their associates and successors, are legally organized and established as, and are hereby made, an existing corporation, under the name of the

Northeastern College of the Boston Young Men's
Christian Association

with the powers, rights and privileges, and subject to the limitations, duties, and restrictions, which by law appertain thereto.

WITNESS my official signature hereunto subscribed, and the Great Seal of The Commonwealth of Massachusetts hereunto affixed, this thirtieth day of March in the year of our Lord one thousand nine hundred and sixteen.

(Signed Albert P. Langtry
Secretary of the Commonwealth
SEAL

Later the name of the institution was changed from Northeastern College to Northeastern University.

Concurrently with its incorporation and subsequent to it, the Massachusetts Legislature has granted to Northeastern University broad degree-granting powers.

Purpose of Northeastern University

In keeping with its charter, Northeastern University has for its fundamental purpose the meeting of the needs of young men and women, through diversified educational opportunities. Its co-operative work in the day Schools of Engineering and Business Administration stands out distinctively as a marked contribution in the field of education. Northeastern University School of Engineering was the second co-operative school in the country, antedated only by the University of Cincinnati School of Co-operative Engineering. Through this unique form of education students are enabled to secure, in addition to their regular classroom work, practical coordinated experience in actual engineering and business positions. A further advantage of this plan of education is the opportunity for self-support which a student has while pursuing his studies. During the co-operative periods the students not only gain experience but also are paid for the services which they render. About three hundred and fifty business and industrial concerns co-operate with Northeastern University in this highly serviceable educational program.

In its evening schools Northeastern University has also made a distinctive contribution, the School of Business and the School of Law being among the best evening schools of their type in the entire country. In the Lincoln Institute men receive in the evening practical training in the engineering sciences. Through the

Lincoln Preparatory School adequate preparation for admission to the leading colleges of the country, either by certificate or by examination, may be secured in the evening.

The services of the University also include the Huntington School for Boys, one of the leading day preparatory schools in the country, offering effective preparation for admission to all of the leading colleges and universities.

Another phase of the University's unique development has been the addition of the Divisions in Worcester, Springfield and Providence, whereby, under the supervision of the officers in Boston and under an effective organization, Divisions of the School of Law and the School of Business, offering complete curricula and leading to appropriate degrees, are conducted in these cities, thus opening up the services of the University in these schools to thousands of students who would not otherwise have the opportunity of furthering their education.

The incorporation as noted above is under the charitable laws of Massachusetts, which means that all of the resources of the University, including the income from endowment funds, special gifts and tuition fees, must be expended solely for the benefit of its student body. In keeping with this purpose the University is constantly solicitous to increase its sources of revenue from other than students' fees, improve its housing and equipment, increase its standards to accord with the progressive advances in education, and thus to improve its services at all points to its thousands of students.

Organization

The corporation of Northeastern University is known as the Board of Trustees. This Board is made up of 35 members. Among the Trustees are leading business and professional men representing all walks of life. They are men of sympathetic understanding giving their time and services liberally in order to improve and enhance the work of the University.

There are two main committees of the Board of Trustees, an Executive Committee, which serves as an Ad Interim Committee between the regular meetings of the Board of Trustees and performs the usual functions of an executive committee, and a Committee on Housing which is charged with the securing of funds for the housing and equipment development of the University.

In addition to the Board of Trustees there is legally constituted a separate Board of Trustees of the Permanent Funds of the University whose responsibility is to see that these funds are properly invested and that the principal and income from all funds are expended only in accordance with the terms of the gifts.

Further than this, the Board of Trustees has created and authorized, through its by-laws, an Executive Council of the University, consisting of the President, the Secretary and the two Vice-Presidents. To the Executive Council the Board has allocated very broad powers.

This organization results in efficient operation and administration, making it possible for the University to develop fully and freely along the lines of those trends and policies which will constantly improve and enhance the work of the various schools.

Religious Activities

The University has as one of its outstanding aims the finest possible character development among its students. For this reason the Day Division of the University affords ample opportunity for its students to participate in social and religious activities. To Evening School students who desire to participate in the social and religious programs of its various departments, the Y. M. C. A. extends a cordial greeting. While encouraging religious activities the University, is, however, strictly non-sectarian. A student should feel free to register in any of the several schools of the University, regardless of religious faith; no attempt being made to influence one to participate in any activities which are contrary to the tenets of his particular religion.

The Northeastern University System

Statistical Summary

1930-1931

		Administrative Officers and Faculties	*Students*
I.	General Administration	6	
II.	Northeastern University		
	School of Engineering	75	1660
	School of Business Administration		439
	School of Law	78*	1300*
	School of Business	99*	1250*
III.	The Lincoln Schools		
	Lincoln Institute	27	366
	Lincoln Preparatory School	28	719
IV.	Day Preparatory School	27	391
	Total	340	6125
	Less Duplicates	53	198
	Net Total	287	5927

*These figures include the administrative officers, faculties and students of the Divisions of the University in Worcester, Springfield and Providence.

Requirements for Admission
Day Division

General Requirements

The student must have completed an accredited course of study in an accredited high school *in which he has shown at least average ability*. The completion of fifteen acceptable units with a degree of proficiency acceptable to the Department of Admissions is equivalent to this requirement. This is regarded as the minimum.

A unit is the credit given to a secondary school subject performed during four or five periods, of not less than forty minutes a week throughout an entire school year. Credit in units is never allowed on certificates of tutors. Certificates of entrance examinations passed for admission to other colleges and technical schools may be accepted in lieu of entrance examinations. The Committee on Admission reserves the right to require a candidate to present himself for examination in any subjects that it may deem necessary. Credits offered in fulfillment of the entrance requirements cannot again be applied in lieu of credits which are ordinarily received during the college course. Students who obtain admission by certificate and later show marked academic deficiency will be requested to withdraw.

Parents and guardians should bear in mind that in general a student is likely to be more successful in his college work if he does not enroll under the age of sixteen.

Every applicant must furnish references as to his character. In addition he must possess mental and physical ability and a determination to work hard. He must present evidence that it is reasonable to assume that he will make a success of both his studies and his co-operative work. The co-operative plan of operation forces the University to be very exacting in the physical requirements which must be met by the applicant for admission. Even though slight, physical handicaps may interfere very materially with the thoroughness of the training and service which may be rendered to an applicant.

Acceptability for Co-operative Work

The Day Division can serve effectively only such students as it can place advantageously at co-operative work. Therefore, although the Schools of Engineering and Business Administration are non-sectarian and do not of themselves discriminate among students of various races or creeds, they do nevertheless in fairness to applicants discourage those who because of physical disability or racial affiliation would not be favorably considered by co-operating agencies. See page 41, paragraph 4. Students who wish to inquire about their probable status with co-operating firms will be frankly advised by the Director of Admissions on the basis of past experience.

Division Assignment

Students are admitted to the freshman class at the opening of the school year in September and again in the latter part of December. Students admitted in September complete all of the work of the freshman year about the middle of April; those admitted in December complete their year about the middle of July.

Eligibility for admission does not constitute registration. The University must reserve the right to assign applicants to registration in either September or December. No student is considered to have met the requirements for admission until he has successfully passed a required physical examination indicating his physical fitness for the co-operative program.

Specific Requirements for Admission—Engineering School

The applicant to be accepted as a regular student and as a candidate for the degree must meet the general requirements already stated and in addition must have included in his course of study the six required units listed below this paragraph. All applicants should have been graduated from the scientific, classical, or college preparatory course.

Required Subjects

English	3 Units
Algebra	1 Unit
Geometry	1 Unit
Physics	1 Unit
	6 Units

Specific Requirements for Admission—School of Business Administration

The applicant to be accepted as a regular student and as a candidate for the degree must meet the general requirements for admission to the Day Division and in addition must have included in his course of study the six required units listed below this paragraph.

Required Subjects

English	3 Units
Algebra	1 Unit
Natural Science	1 Unit
Social Science	1 Unit
	6 Units

Entrance Examinations in Boston

Students who are deficient in required units for admission may remove these deficiencies by examination. Such examinations are held at 316 Huntington Avenue, Boston, in December, June, and September of each year.

Students are advised to take such examinations on the earliest possible date in order that any deficiencies which they fail to clear may be made up in time to permit registration with the desired class and division.

The time of examinations is as follows:

10.00 A.M. to 12 M
1.00 P.M. to 3.00 P.M.

During the current year the examinations will be given on the following days: June 8, 1932; September 1, 1932; December 14, 1932.

All other examinations will be given by special assignment.

No fees are to be paid at the time of the examination.

Provisional Acceptance

When, for any reason, it is deemed advisable, the University reserves the right to place any entering student upon a period of trial. Whether he shall be removed from trial at the end of this time or requested to withdraw will be determined by the character of the work he has accomplished and his conduct during this trial period.

Application for Admission

Each applicant for admission to either Day Division School is required to fill out an application blank whereon he states his previous education, as well as the names of persons to whom reference may be made in regard to his character and previous training.

An application fee of five dollars ($5) is required when the application is filed. This fee is non-returnable.

The last page of this catalog is in the form of an application blank. It should be filled out in ink and forwarded with the required five dollar fee to Milton J. Schlagenhauf, Director of Admissions, 316 Huntington Avenue, Boston, Mass. Checks should be made out to Northeastern University.

Candidates are urged to visit the office of Admissions for personal interview whenever it is possible for them to do so before submitting their applications. Office hours of the Department are from 9.00 A.M. to 4.00 P.M. daily; Saturdays to 12.00 M. The Director of Admissions will interview applicants on Wednesday evenings but by appointment only.

Upon receipt of the application, properly filled out, the School at once looks up the applicant's references and high or secondary school records. When replies have been received to the various inquiries instituted, the applicant is at once informed as to his eligibility for admission.

To be assured of a place in the entering class applicants for Division A should file their applications prior to April 15th of the year in which they expect to enter. For the same reason applications for Division B should be filed prior to September 1st.

Preparatory Schools

Day and evening preparatory schools are conducted in conjunction with Northeastern University. Students having entrance conditions, or requiring further preparation for the entrance examinations, may avail themselves of these opportunities to cover the desired work.

Relation of Northeastern University To Secondary Schools

Northeastern University is democratic in spirit. Its students come from all walks of life. They come from small schools and large schools, both public institutions and private academies. They are from wealthy families as well as from those that are in moderate circumstances.

At the same time, Northeastern University is peculiarly adapted to the high school graduate with limited financial resources who has the ambition and ability to get ahead if given the opportunity.

The following list of high schools is representative of the schools from which the students in the Day Division, Northeastern University, have graduated:

Abington High School
Adams High School
Afton (N. Y.) High School
Allen Military Academy (Newton)
Amesbury High School
Amherst High School
Anatolia College (Salonica, Greece)
Annapolis Royal Academy
  (Annapolis Co., Nova Scotia)
Ansonia (Conn.) High School
Arecibo (Porto Rico) High School
Arlington High School
Aroostook Central Institute
  (Mars Hill, Me.)
Ashland High School
Athol High School
Attleboro High School
Avon High School
Ayer High School
Babylon (N. Y.) High School
Bacon Academy (Colchester, Conn.)
Baldwinsville (N. Y.) High School
Bangor (Me.) High School
Barnstable High School (Hyannis)
Bartlett High School (Webster)
Barton (Vt.) High School
Bassano High School (Alberta, Can.)
Belchertown High School
Belfast (Me.) High School
Belmont High School
Benson Polytechnic School
  (Portland, Oregon)
Berkeley Preparatory School (Boston)
Berlin (N. H.) High School
Berwick Academy (So. Berwick, Me.)
Bethel (Conn.) High School
Beverly High School
Boston College High School
Boston English High School
Boston High School of Commerce
Boston Latin School
Boston Trade School
Bourne High School
Bradford (Vt.) Academy
Braintree High School
Brattleboro (Vt.) High School
Brewster Academy (Wolfeboro, N. H.)
Bridge Academy (Dresden Mills, Me.)
Bridgewater High School
Brighton High School
Bristol (Conn.) High School
Bristol (N. H.) High School
Bristol High School (Pemaquid, Me.)
Brockton High School
Bromfield High School (Harvard)
Brookfield High School
Brookline High School
Bulkeley High School
  (New London, Conn.)
Cambridge High and Latin School
Camden (Me.) High School
Canaan (Vt.) High School
Candia (Greece) High School
Caribou (Me.) High School
Chapman Technical School
  (New London, Conn.)
Chauncy Hall Preparatory School
  (Boston)
Chelmsford High School
Chelsea High School
Chelsea (Vt.) High School
Chester (Conn.) High School

Chicopee High School
Cincinnatus (N. Y.) High School
Clinton High School
Cohasset High School
Cohocton (N. Y.) High School
Colby Academy (New London, N. H.)
Concord High School
Concord (N. H.) High School
Cony High School (Augusta, Me.)
Corinth (N. Y.) High School
Danbury (Conn.) High School
Danvers High School
Dartmouth High School
Dean Academy (Franklin)
Dedham High School
Deering High School (Portland, Me.)
Dewitt Clinton High School
  (New York, N. Y.)
Dorchester High School
Douglas (Ariz.) High School
Douglas High School (Baltimore, Md.)
Drury High School (North Adams)
Dwight & Stuyvesant High School
  (New York, N. Y.)
East Boston High School
East Bridgewater High School
Easthampton High School
East Hartford (Conn.) High School
East High School (Rochester, N. Y.)
E. Maine Conference Seminary
  (Bucksport, Me.)
East Millerick High School
  (Erie, Penn.)
Ellsworth (Me.) High School
Emerson High School
  (W. Hoboken, N. J.)
Everett High School
Exeter (N. H.) High School
Fairhaven High School
Fall River High School
Farmington High School
  (Unionville, Conn.)
Fitchburg High School
Flushing (N. Y.) High School
Ft. Covington (N. Y.) High School
Foxboro High School
Framingham High School
Franklin High School
Franklin (N. H.) High School
Franklin Union (Boston)
Fred Douglas High School
  (Cambridge)
Fredonia (N. Y.) High School
Freehold (N. J.) High School
Gardiner (Me.) High School
Gardner High School
General Electric Training School
  (Lynn)
Gilbert School (Winsted, Conn.)
Gloucester High School
Good Will High School (Hinckley, Me.)
Grafton High School
Great Barrington High School
Great Neck (N. Y.) High School
Greely Institute (Cumberland, Me.)
Greenfield High School
Greenville (Me.) High School
Groton (Vt.) High School
Groveland High School
Hamilton High School
Hampstead (N. H.) High School
Hampton (N. H.) Academy
Hanover High School
Hanover (N. H.) High School
Hartford (Conn.) Public High School
Hartford High School
  (White River Junction, Vt.)
Haverhill High School
Haverling High School (Bath, N. Y.)
Hebron (Me.) Academy
Hingham High School
Holbrook High School
Holden High School
Holley (N. Y.) High School
Holliston High School
Holyoke High School
Homer (N. Y.) Academy
Hopedale High School
Houlton (Me.) High School
Howard High School
  (W. Bridgewater)
Hudson High School
Hudson (N. Y.) High School
Huntington School (Boston)
Hyde Park High School
Ithaca (N. Y.) High School
Jamaica Plain High School
Johnson High School (N. Andover)
Johnson (Vt.) High School
Johnston (N. Y.) High School
Joplin (Mo.) High School
Jordan High School (Lewiston, Me.)
Keene (N. H.) High School
Kents Hill (Me.) Seminary
Killingly High School
  (Danielson, Conn.)
Kingfield (Me.) High School
Kingston High School
Kingston (N. Y.) High School
Lawrence Academy (Groton)
Lawrence High School (Falmouth)
Lawrence High School
Leavenworth High School
  (Waterbury, Conn.)
Lee High School
Leominster High School

Lewis High School
(Southington, Conn.)
Lexington High School
Lincoln High School
(Paducah, Ky.)
Lincoln Preparatory School (Boston)
Littleton High School
Livermore Falls (Me.) High School
Liverpool High School
(Nova Scotia, Canada)
Lockport (N. Y.) High School
Los Angeles Polytechnic School (Cal.)
Lowell High School
Lowell Institute (Boston)
Lynn Classical High School
Lynn English High School
Madison (Me.) High School
Malden High School
Mamaroneck (N. Y.) High School
Manchester (N. H.) High School
Manning High School (Ipswich)
Mansfield High School
Marblehead High School
Marion (N. Y.) High School
Marlboro High School
Maynard High School
Mechanic Arts High School (Boston)
Medfield High School
Medford High School
Medway High School
Melrose High School
Meriden (Conn.) High School
Middleboro High School
Middletown (Conn.) High School
Middletown (N. Y.) High School
Milford High School
Milo (Me.) High School
Milton High School
Mineola (N. Y.) High School
Montgomery (N. Y.) High School
Montpelier (Vt.) High School
Morris Run (Pa.) High School
Morristown (N. J.) High School
Mt. Hermon School
Mumenas, Pr., High School
(Kovno, Lithuania)
Nantucket High School
Nashua (N. H.) High School
Natick High School
Naugatuck (Conn.) High School
Needham High School
New Bedford High School
New Bedford Vocational School
New Boston (N.H.) High School
New Britain (Conn.) High School
Newburyport High School
New England Preparatory School
(Boston)
New Hampton (N. H.) Literary Inst.
New Haven (Conn.) High School
New London (Conn.) Vocational School
New Milford (Conn.) High School
Newport High School (Detroit, Me.)
Newport (Vt.) High School
New Port High School (Wanamie, Pa.)
New Salem Academy
Newton Parochial High School
Newton Classical High School
Newton Vocational School
(Newtonville)
Northampton High School
North Attleboro High School
North Brookfield High School
Northfield High School
North Tonawanda (N. Y.) High School
North Yarmouth (Me.) Academy
Norton High School
Norway (Me.) High School
Norwell High School
Norwich High School (Ontario, Can.)
Norwood High School
Old Town (Me.) High School
Oliver Ames High School
(North Easton)
Orange High School
Oswego (N. Y.) High School
Park Ridge (N. J.) High School
Parsonfield (Me.) Seminary
Paterson (N. J.) High School
Pawtucket (R. I.) High School
Peabody High School
Pepperell High School
Peterboro (N. H.) High School
Phillips Andover Academy
Pittsfield High School
Plymouth High School
Portland (Me.) High School
Port Washington (N.Y.) High School
Pratt High School (Essex, Conn.)
Prattsburg High School (N. Y.)
Prince of Wales College
(Charlottetown, P. E. I., Canada)
Princeton (Me.) High School
Proctor (Vt.) High School
Providence (R. I.) Technical High School
Punchard High School (Andover)
Putnam (Conn.) High School
Quincy High School
Randolph (Vt.) High School
Reading High School
Redondo Beach (Cal.) High School
Rensselaer (N. Y.) High School
Revere High School
Rezende Collegio
(Rio de Janeiro, Brazil)
Richards High School
(Newport, N. H.)

Richford (Vt.) High School
Ridgewood (N. J.) High School
Rindge Technical School (Cambridge)
Rochester (Vt.) High School
Rockland High School
Rockport High School
Rogers High School (Newport, R. I.)
Rome (N. Y.) Free Academy
Sabbatus (Me.) High School
Salem High School
Sacred Heart High School
  (Gallup, New Mexico)
Sanderson Academy (Ashfield)
Saugus High School
Scarboro (Me.) High School
Scituate High School
Sharon High School
Shead Memorial High School
  (Eastport, Me.)
Shelton (Conn.) High School
Shewsbury High School
Skowhegan (Me.) High School
Solon (Me.) High School
Somersworth (N. H.) High School
Somerville High School
South Amboy (N. J.) High School
South Manchester (Conn.) High School
South Orange (N. J.) High School
South Paris and Norway (Me.) High School
South Portland (Me.) High School
South Roylston (Vt.) High School
Spaulding High School (Barre, Vt.)
Springfield (Vt.) High School
Springfield Technical School
Springfield Commerce High School
Stafford High School
  (Stafford Springs, Conn.)
St. George's High School
  (Tenant's Harbor, Me.)
St. John's (Mich.) High School
St. John's High School
  (New Brunswick, Canada)
St. John's Preparatory School(Danvers)
St. Mary's High School (Taunton)
Stephens High School (Rumford, Me.)
Stevens High School(Claremont,N.H.)
Stoneham High School
Stonington (Conn.) High School
Stoughton High School
Stow (Vt.) High School
Stratford (Conn.) High School
Suffern (N. Y.) High School
Suffield (Conn.) High School
Sutton High School
Swampscott High School
Symferopol School (Russia)
Taunton High School
Templeton High School
Thayer Academy (So. Braintree)
Thetford (Vt.) Academy
Thomaston (Conn.) High School
Tilton (N. H.) Seminary
Tisbury High School (Vineyard Haven)
Torrington (Conn.) High School
Tourtellotte Memorial High School
  (Thompson, Conn.)
Townsend High School
Troy Conference Academy
  (Poultney, Vt.)
Turner Falls High School
Uxbridge High School
Waitsfield (Vt.) High School
Wakefield High School
Walpole High School
Waltham High School
Wareham High School
Warren (Me.) High School
Warwick High School
  (Apponaug, R. I.)
Washington High School
  (Meriden, Conn.)
Washington Depot (Conn.) High School
Watertown High School
Wayland High School
Wellesley High School
Wells High School (Southbridge)
West High School (Rochester, N. Y.)
Westboro High School
Westbrook (Me.) Seminary
West Haven (Conn.) High School
Weston High School
West Roxbury High School
West Springfield High School
Weymouth High School
Whitman High School
Wilby High School
  (Waterbury, Conn.)
Williamsburg High School
Williamstown (Vt.) High School
Williston Seminary (Easthampton)
Wilmington High School
Wilton (Me.) Academy
Winchester High School
Windsor (Conn.) High School
Winter Harbor (Me.) High School
Winthrop High School
Woburn High School
Worcester Classical High School
Worcester Commercial High School
Worcester English High School
Worcester North High School
Worcester South High School
Wrentham High School
Yonkers (N. Y.) High School

Co-operative Education

THE Day Division of Northeastern University is definitely committed to the co-operative plan and was apparently the first to introduce this type of education to New England, three years after Dean Herman Schneider had instituted the pioneer co-operative college in the United States at the University of Cincinnati. From a small beginning in 1909 Northeastern has grown to be one of the largest co-operative institutions in the country, enrolling approximately 2000 students and co-operating with over 350 industries in New England and adjacent territory. The manner in which instruction is correlated with co-operative work is indicated in the following description of the organization and functions of the Department of Co-operative Work.

Department of Co-operative Work

THE Department of Co-operative Work comprises a group of faculty members known as co-ordinators whose entire time is given to establishing and maintaining co-operative relationship with appropriate commercial, industrial, and professional organizations. The work of co-ordination is considered to be of primary importance in the orientation and development of students on the co-operative plan. Co-ordinators are therefore appointed because of their experience in special fields of work, capacity for understanding and administering human relations, ability to give occupational information and advice, and general fitness for guiding and inspiring young men. Co-ordinators are ranked on the same basis as other members of the faculty and are equally concerned with academic activities and other student affairs.

Each co-ordinator, because of his particular background and interests, is assigned to the supervision of students in a given Curriculum for whose placement and guidance he is responsible. During school periods co-ordinators meet their charges in regularly scheduled conference classes where individual problems encountered on the job are discussed and solved. Every student is required to prepare and present a paper dealing with some phase of his co-operative work. This is criticized and commented upon by the co-ordinator and by the other students to the end that all may acquire a sense of social understanding and job wisdom.

The Department of Co-operative Work has, in its relation to undergraduates, three primary functions:

1. *Student Analysis and Counselling*

Students in each curriculum are assigned to a co-ordinator, who interviews them periodically during their freshman year for the purpose of determining their background, abilities, temperaments, and aptitudes. During these interviews the co-ordinator discusses various fields of activity and answers such questions as the students may have in regard to the many phases of business and industry. Each student is studied in the light of his physical condition, scholastic ability and other factors affecting his probable success in vocational life. These interviews culminate in a mutual agreement between the student and his co-ordinator regarding the field of co-operative work in which the student is to be placed. During his upperclass years the student continues to have frequent conferences with his co-ordinator regarding vocational adjustments and personal problems. In this way the progress of every student is observed and co-ordinated with his school work to the end that he may obtain maximum values from his training at Northeastern.

2. *Placement*

With this carefully assembled information the co-ordinator visits co-operative firms and arranges with them for the employment of the students under his charge. The range of opportunities available to Northeastern students is wide, including practically all phases of industrial life. As a general rule, sophomores are placed upon routine and laborious jobs through which they may prove their fitness for more responsible work. The jobs upon which Northeastern students are employed are in no sense protected opportunities. They are regular jobs under actual business conditions and are held in competition with other sources of supply. The only special privilege accorded Northeastern students is that of attending school on the co-operative plan. The school expects every student to stand on his own feet while he is on co-operative work, and advancement to the more responsible jobs is based entirely upon merit.

3. *Supervision and Guidance*

While the School does not adopt a paternal attitude toward co-operative work, it nevertheless assumes certain responsibilities toward students and co-operating firms. Co-ordinators visit each job in order that the employer may report upon the student's achievement and that necessary adjustments may be made. Co-ordinators supervise the assignment of students to various jobs and in conjunction with employers arrange for promotions and training schedules. Problems that arise on co-operative work are adjusted by mutual agreement of co-ordinator, student, and employer, wherever possible. In the event of special difficulties or dissatisfaction, the case may be adjusted by the Committee on Co-operative Work, which comprises several members of the faculty.

Through a series of co-operative work reports prepared during their working periods, students are led to analyze their jobs and to develop a thoughtful and investigative attitude toward their working environment. A most important phase of co-operative work is the opportunity afforded for guidance by the frank discussion, in conference classes, of actual problems encountered on the job. The intimate contact between co-ordinator and student is of great worth in helping the student to get the most value from each co-operative work assignment. While the school endeavors to provide every possible opportunity for its students, it expects them at the same time, to take the initiative and to assume the responsibility involved in their individual development. To every student is available the counsel and guidance of the faculty, and every resource at its disposal. But the faculty does not coerce students who are disinterested or unwilling to think for themselves.

THE CO-OPERATIVE PLAN IS THUS DESIGNED SPECIFICALLY TO PROVIDE ACTUAL WORKING CONDITIONS WHICH SHALL AFFORD THE STUDENT PRACTICAL EXPERIENCE, GIVE MEANING TO HIS PROGRAM OF STUDY, AND TRAIN HIM IN RELIABILITY, EFFICIENCY, AND TEAM-WORK.

Co-operative Plan

TO illustrate the co-operative plan, let us take the case of two men, "A" and "B," who desire to pursue one of the curriculums offered.

If the men are members of any one of the four upper classes, "B" will be assigned early in September or before to one of the plants of a firm that is co-operating with the School. There he receives practical experience under school supervision for a period of five weeks. "A" who is called the *alternate* of "B" has meanwhile been attending classes at the School. At the end of the five-week period, "B" takes the place of "A" at School, and "A" relieves "B" at the plant of the employing firm. This procedure is repeated each period, the same two students alternating with that firm for at least one calendar year from the date of starting the work. "A" and "B" are spoken of as "Division A" and "Division B" men respectively.

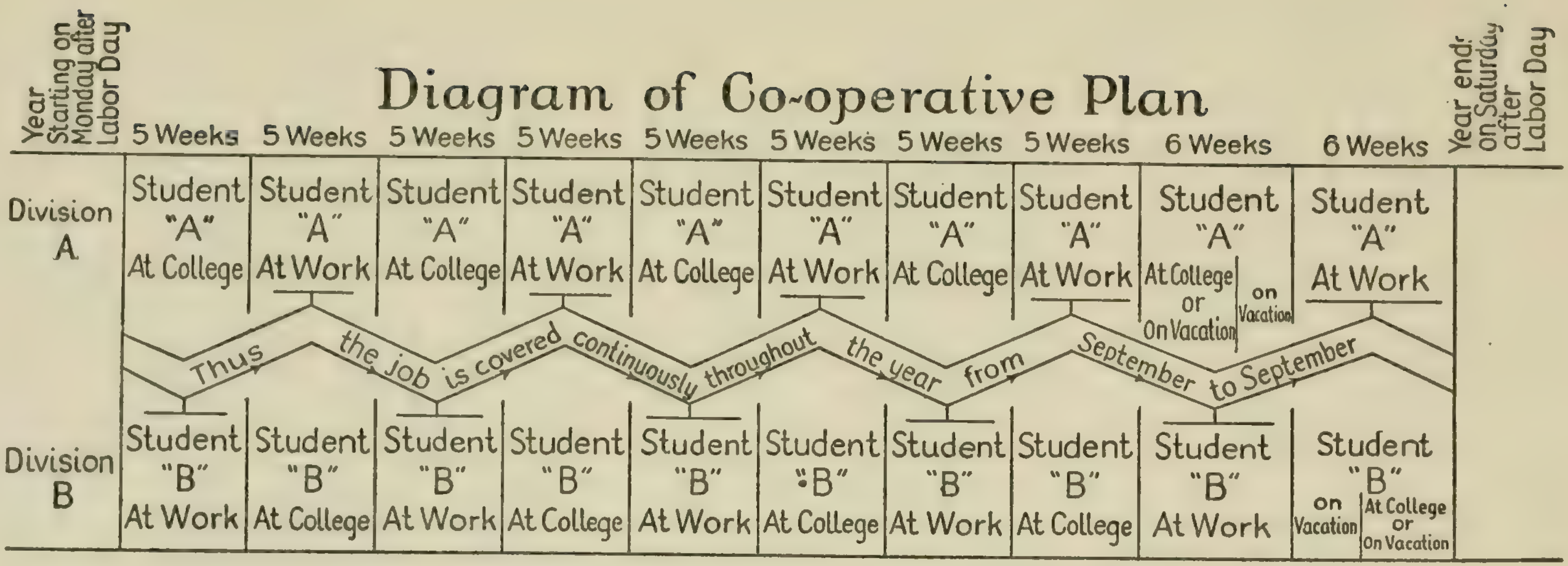


Diagram of Co-operative Plan

Year Starting on Monday after Labor Day	5 Weeks	5 Weeks	5 Weeks	5 Weeks	5 Weeks	5 Weeks	5 Weeks	5 Weeks	6 Weeks	6 Weeks	Year ends on Saturday after Labor Day
Division A	Student "A" At College	Student "A" At Work	Student "A" At College	Student "A" At Work	Student "A" At College	Student "A" At Work	Student "A" At College	Student "A" At Work	Student "A" At College or On Vacation on Vacation	Student "A" At Work	
Division B	Student "B" At Work	Student "B" At College	Student "B" At Work	Student "B" At College	Student "B" At Work	Student "B" At College	Student "B" At Work	Student "B" At College	Student "B" At Work	Student "B" on Vacation At College or On Vacation	

Thus the job is covered continuously throughout the year from September to September

UPPER CLASSMEN ONLY

The diagram above represents graphically the Co-operative Plan, open to upper-classmen, by which the year is divided into alternate periods of work and study. As the diagram shows, each co-operative job is covered by two students, one from Division A and one from Division B. The Division B man works while the Division A man studies, and *vice versa*. Thus each job is covered continuously from September to September by one pair of men.

Division A freshmen enter college early in September and continue class work for thirty consecutive weeks, except for Christmas holidays, or until about the second week in April. Division B freshmen enter in the latter part of December and continue until about the middle of July.

Those students who have passed all their first and second semester courses become eligible for placement at co-operative work immediately at the close of their school year. Although co-operative work is not required at the close of the freshman year, it is recommended that freshmen accept co-operative work assignments when advised to do so by the Director of Co-operative Work.

When freshmen accept co-operative work assignments, they are expected to fulfill all of the requirements governing co-operative work. Such assignments are made with the understanding that the applicant is willing to continue on that job until the date of registration for the sophomore year. Division A freshmen should plan to take any desired vacation just prior to the opening of the sophomore year in September. Division B freshmen should take any desired vacation immediately after the close of the freshmen year and before accepting a co-operative work assignment.

Correlation of Practical and Theoretical Work

Co-operating employers agree, when practicable, to employ the students in the various departments of their establishments. This training is as thorough and complete as the academic work. Where possible, the plant experience ranges from the handling of the raw materials to the shipment of the finished product. This practical training provides the opportunity to acquire a knowledge of executive duties in the plant as well as the use of machines. Thus, at the end of this course, the graduate has gained a familiarity with both plant operation and related problems of administration. To derive the greatest value from such courses, the student is advised to continue, if possible, in the employ of his co-operating firm for *at least one year* after graduation, since certain types of work which would afford him valuable experience cannot be made available to him while he is alternating between work and study. Statistics show that from thirty-five to fifty per cent of each graduating class do remain with their co-operating employers after graduation.

Co-operative Work Reports

The correlation of practical and theoretical work is further promoted by required report writing. These co-operative work reports are written during the working periods by all co-operative students. A complete job analysis is required as the first report written on any new co-operative work assignment. Subjects of other reports are selected by the student after conference with his Co-ordinator of Co-operative Work by whom they must be approved. The reports are designed to encourage the observational and investigative qualities of the students and to help them to appreciate more fully the extent and value of their experience. These reports are carefully read by the Co-ordinator and are discussed with the student during the next following school period. Exceptionally valuable results are obtained from these reports. The value derived must necessarily be directly proportional to the conscientious and intelligent concentration of effort by the student upon this phase of the work.

Co-operative Work Records

Complete and detailed records are kept of the co-operative work of each student. They are based upon reports made by the employer at the end of each working period; upon occasional personal interviews between the employer and the Co-ordinator; and upon various evidences of the student's attitude toward all the phases of his co-operative work. It is not possible to secure a degree unless this part of the curriculum is completed satisfactorily. These records of practical experience serve as a valuable future reference for the Alumni Placement Division of the Department.

Number of Positions Available

The number of positions at our disposal in any one branch of industry is necessarily limited. Thus far desirable positions have been secured for our students as the growth of the school has demanded. Co-operative work is not required of freshmen at the close of the freshman year, but efforts will be made to obtain work for those who prefer to be assigned to work by the School.

Some students prefer to secure their own co-operative work. TO BE SURE OF RECEIVING CREDIT, HOWEVER, THE STUDENT MUST SECURE THE APPROVAL OF SUCH WORK FROM THE DIRECTOR OF CO-OPERATIVE WORK BEFORE ACCEPTING THE POSITION. Alternates may be furnished by the School, if desired. Such individual arrangements are entirely acceptable to the School, provided they are made with the approval of the Director of Co-operative Work, and do not conflict with other obligations assumed by that student.

Because of its dependence upon general business conditions over which it has no control, the School cannot and does not *guarantee* placement. Experience has demonstrated, however, that students who are willing and are capable of adapting themselves to existing conditions are almost never without employment, except in periods of severe industrial depression.

Attitude of Co-operating Firms

That co-operating employers favor our plan is clearly demonstrated by their retention of the same students from year to year, and by their readiness to take on new co-operative students whenever appropriate jobs become available. Men under whose supervision the students have been doing work are almost unanimous in their approval of our plan.

Assignment to Co-operative Employment

A student is assigned to a co-operative job by the following routine: He is given general information in regard to the work, the hours, the location, the rate of pay, and so forth. If the job seems acceptable, he is given a copy of the Co-operative Work Regulations (see page 45) and is required to sign the co-operative employment agreement (See page 44). He is then given a card of introduction and sent to the employer for personal interview. During the interview with the employer the student is expected to acquaint himself with further details of the nature of the work and the conditions under which he will be expected to work. He may then accept the position subject to his acceptance by the employer. The latter indicates his acceptance or rejection of the student by marking the introduction card and returning it by mail to the School. It is expected that no student will accept placement by the School unless he intends to continue throughout the year in school and with the firm in question, in accordance with the Co-operative Work Regulations.

During the periods of co-operative work, students report for work as do other employees, no special privileges being granted. While at work, students are allowed only legal holidays. *School holidays are not holidays for students on Co-operative work.* Students are not permitted to discontinue co-operative work except by previous arrangements with the School. In all cases of absences from co-operative work, whether avoidable or not, the student or a member of his family is required to notify by telephone immediately the EMPLOYING FIRM and the SCHOOL. FAILURE TO DO SO IS SUFFICIENT CAUSE FOR DISMISSAL.

The School places the student at work with the employing firm and is responsible for his presence and conduct at work as well as the quality and scope of his work. All difficulties arising in regard to students who are on co-operative work are taken up with the school authorities at the next following school period. The Co-operative Work Office is open on special evenings each week during the school year for consultation with students who are engaged at co-operative work during the day.

Students in the fourth and fifth years are almost invariably placed with firms which give them experience directly in line with the course of study followed at school.

Second and third year men, as a rule, are assigned to work not so technical in character, but designed to train the younger men in the fundamental qualities of cheerfulness, dependability, enthusiasm, and "grit". In connection with co-operative work during the student's college course these attributes are emphasized at every opportunity. The first year's training is designed especially to develop these habits. If a young man can form habits of mental and physical alertness and reliability, he has laid a sure foundation for success and happiness in later life. The detailed technical information and experience is added in the three upper years.

The School cannot guarantee to place students, because of uncertainties of business conditions as well as other reasons beyond the control of the School. Although the School in no way discriminates between students of various races and religions, considerable difficulty has been experienced in placing the members of certain racial groups on co-operative work.

Location of Work

It is the policy of the School to assign students to co-operative work within commuting distance of their homes. This is not always possible, however, and at times it may be necessary for students to live away from home in order to obtain satisfactory and desirable co-operative work assignments.

Credits

The conscientious pursuit and successful completion of co-operative work assignments are necessary for the student to obtain the degree. Seniors are required to take co-operative work from September to June for four alternative five-week periods and they receive therefor twenty credits toward the degree. Other Upper classmen work for four five-week and one six-week alternate periods, a total of twenty-six weeks per year and receive therefor twenty-four credits toward the degree each year. Students on the full-time plan do not receive credit toward the degree for the practical experience they may obtain during summer vacations.

Credit is given once a year at the close of the last working period for that year.

During periods of business depression or seasonal cessation of certain industries when it may be impossible for the School to provide satisfactory employment for all students, a student may be required to attend school and take additional school work. The passing of the required courses taken under such circumstances will prevent lapse of credit toward the degree as the result of being out of work.

Credit obtained on the full-time plan cannot be substituted for deficient credit on the co-operative plan and co-operative work credit cannot be substituted for deficient credit on the full-time plan.

In general, changes and transfers in co-operative work are made in September, at the beginning of the school year.

Earnings

The rates of pay for students in the School are low, primarily because the students are given the privilege of attending school on the co-operative plan. The employer thus feels justified in devoting time to the instruction of the students and in transferring them at reasonable intervals from one department to another.

The following table of wages by agreement with the co-operating firms is the *minimum* to be paid the students.

$12 per week for the first and second years.
$14 per week for the third year.
$16 per week for the fourth and fifth years.

No upper limit is set. *All employers are requested to pay as high a rate as the student proves himself worth.* The averages are $15, $18, and $20 for second, third, and fourth year men respectively. No data are yet available covering the fifth year. The total income is more than enough to pay the tuition and the necessary school expenses, BUT DOES NOT COVER BOARD, ROOM RENT, AND OTHER LIVING EXPENSES, EITHER WHILE IN SCHOOL OR ON THE JOB.

A student may be expected to accept an assignment to co-operative work—if recommended by the department as offering suitable and desirable training— even though the wage rate may be only sufficient to cover living expenses during the period of employment.

Educational Certificates

The law of Massachusetts requires all students under twenty-one years of age to obtain Educational Certificates. Massachusetts General Laws 1921, Chapter 149, Section 95: "No minor over sixteen and under twenty-one shall be employed in a factory, workshop, manufacturing, mechanical or mercantile establishment, or in a public or private bowling alley, pool or billiard room, bootblack stand or establishment, barber shop, or in the construction or repair of buildings, or by an express or transportation company, ... unless his employer procures and keeps on file an educational certificate showing the age of the minor and his ability or inability to read and write as hereinafter provided." Students living outside of Boston should bring with them Birth Certificates, in order to save time and trouble. The Educational Certificates, upon request, may be obtained from the Superintendent of Schools in the city or town where the student resides during the period of his employment, if he lives in Massachusetts. Students residing outside of the Commonwealth during employment periods, but working within the Commonwealth are required to obtain Educational Certificates from the Superintendent of Schools or designated official of the town where employed.

Co-operative Employment Agreement

It is considered a vital part of the practical training of each student thoroughly to impress upon him the value of proper analysis of obligations about to be assumed and the importance of fulfilling them after they have been assumed. Thus, every student must enter into an agreement with the University at the time he accepts his co-operative work assignment. The following form is issued:

Northeastern University

Co-operative Work Agreement

I, ... Course ....
(Name of Student)
Year .... Division ....

Employing Firm

agree to work with ....
....
on the regular co-operative plan in accordance with Co-operative Work Regulations.

Rate of Pay

I agree to accept the wages of .... per ...., this amount to be increased as my ability and other conditions may warrant.

Term of Employment

I understand that I am to work on this job for one year from date including the regular summer working period. This agreement does not bind my employer to continue my services any longer than it is practical to do so. *I will not leave nor arrange with my employer to be relieved of this job* without the approval of the Director of Co-operative Work.

Credit for Degree

I realize that my work on this job is part of the requirements for a degree and that credit will be given only in return for satisfactory service to the employer and the proper handling of the job.

Educational Certificate

In accordance with the laws of the Commonwealth of Massachusetts, I shall obtain the necessary working certificate before starting work on this job.

Date ....

Signature .... Age ....
(Student)

Address .... Tel. ....

Signature of Co-ordinator ....

Co-operative Work Regulations

The successful administration of the co-operative plan of education depends upon the conscientious observance by all co-operative students of certain fundamental routine principles and policies. The following regulations have been adopted at Northeastern to develop in its students that respect for obligations and that spirit of co-operation so essential to the successful conduct of co-operative education and the development of dependable men.

Assignment to Work

When a student is assigned to co-operative work it is with the definite understanding, unless otherwise stated in writing on the agreement blank, that he will continue in the employ of that firm for the minimum period of one year on the co-operative plan dating from date of acceptance. He is required to sign the co-operative agreement to that effect. The first week on the job is the only trial period allowed, and the Department of Co-operative Work must be notified by the student during this first week if for any reason the student does not want to retain the job for at least the calendar year. If without such notice the student still retains the job for more than a week, his co-operative agreement becomes effective automatically, and he is required by the school to fulfill that agreement. Any exceptions may be allowed only upon petition to the Co-operative Work Committee.

This agreement obligates the employer to retain the student on the job only as long as the co-operation is practicable. Employers are advised to discharge students after fair trial for unsatisfactory work, incompetency, inability, or any irregularity. In other words, every student is expected to work conscientiously and to the best of his ability and retain his job in competition with others only through satisfactory service.

Trial Week

A student giving notice of dissatisfaction or desire for different assignment during his trial week is expected to stay on the job until released by the Department of Co-operative Work. The offices of the Department are open on certain evenings for the convenience of students desiring to communicate such notice to their co-ordinators. Students must not take time off from work for these conferences.

Co-operative Year

Co-operative work continues throughout the summers following the second, third, and fourth years. Each alternate is required to work on his co-operative job during his regular summer work period, as shown on the calendar in the catalog, in order to obtain the necessary credit for the degree. The co-operative plan comprises four (4) five-week periods and one (1) six-week period, the latter coming during the summer months.

Time Off

A student is expected to be on the job regularly and punctually. He has no special privileges except those allowed to other regular employees of the company. He is expected *not to take time off* from work for any school activities or other personal interests unless by previous approval from the Department of Co-operative Work and the employer.

Senior Theses

Senior theses should not be allowed to interfere *in any way* with co-operative work. When a thesis is conducted at the plant of a co-operating firm, the rules which govern such thesis work and which accompany the thesis instructions must be carefully observed. Time should not be taken off from work for any thesis requirements.

Absence from Work

In case of sickness or other emergency requiring a student's absence from work, the EMPLOYER and the DEPARTMENT OF CO-OPERATIVE WORK must be notified. Students living within a reasonable distance from the school should notify the department by telephone. If more than a 10 cent call would be required, the mail will be considered satisfactory. The Department of Co-operative work must be notified by telephone or by mail when the student returns to work.

Discharge or Lay-Off

When a student is discharged or temporarily laid off, it is his responsibility to notify the Department of Co-operative Work. Failure to notify the department may result in unnecessary loss of credit.

Desertion of Job

A student who leaves his co-operative job without prior approval of the Department of Co-operative Work or who so conducts himself on the job as purposely to cause his discharge, may be immediately suspended from college for breach of discipline.

Participation in Activities

A student wishing to participate *during working hours* of co-operative work periods in student activities at college should obtain consent for such participation through the Department of Co-operative Work. Employers are ordinarily willing to comply with reasonable requests for such participation when it does not seriously interfere with the proper conduct of the job. The job must always be given prior consideration.

Evening Office Hours

From October 1 to May 15 the office of the Department of Co-operative Work is open during certain evenings of each week from 6 to 8 P.M. for the convenience of any student wishing to discuss any phase of his co-operative work. These evening hours are kept to avoid the necessity of the student's taking time off from work during the day. Evening hours of each co-ordinator are posted outside office 350M.

Own Job

A student who wishes to obtain his own co-operative employment must petition to the Co-operative Work Committee for approval of the work before accepting the job. Credit for such jobs will be allowed ONLY FROM DATE OF APPROVAL.

Co-operative Training Schedules

Below are illustrated schedules of progressive co-operative work that have been arranged for our engineering students by some of the co-operating firms.

These schedules are arranged with the basic idea of giving the student a thorough training through the several different departments, but must of necessity be varied in accordance with the needs of those departments.

BOSTON & MAINE RAILROAD CO.

ONE YEAR — Erecting Shop
ONE YEAR — Machine Shop
ONE YEAR — General work in Machine Shop and Erecting Shop.
ONE YEAR — Mechanical Engineer's Dept.

BOSTON WOVEN HOSE & RUBBER CO.

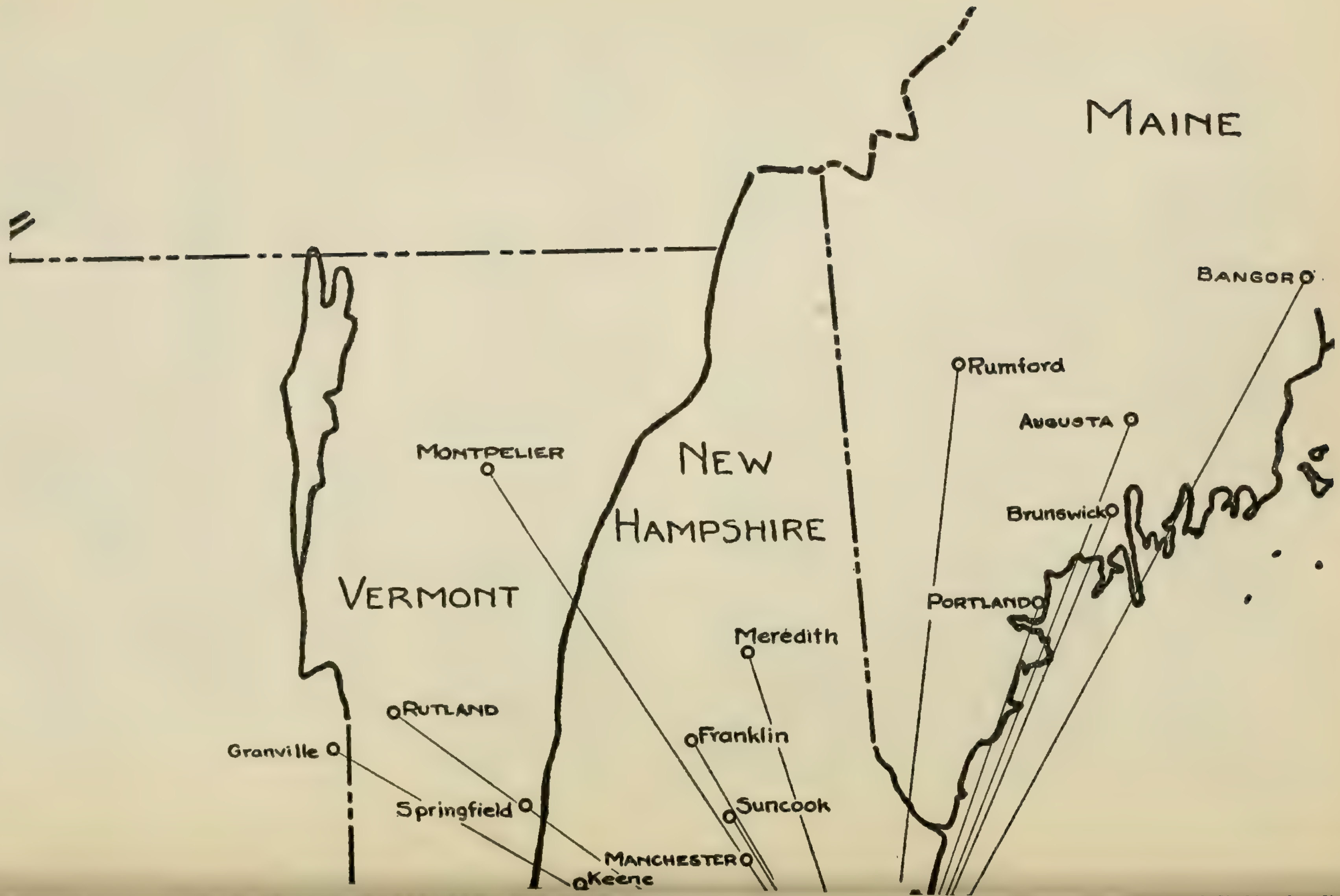
ONE YEAR — Factory
ONE YEAR — Inspection, Clerical and Stock Departments
ONE YEAR — Chemical Laboratory, Inspection and Machine Tools Shop
ONE YEAR — Testing Department, Production Department, and Mechanical Department

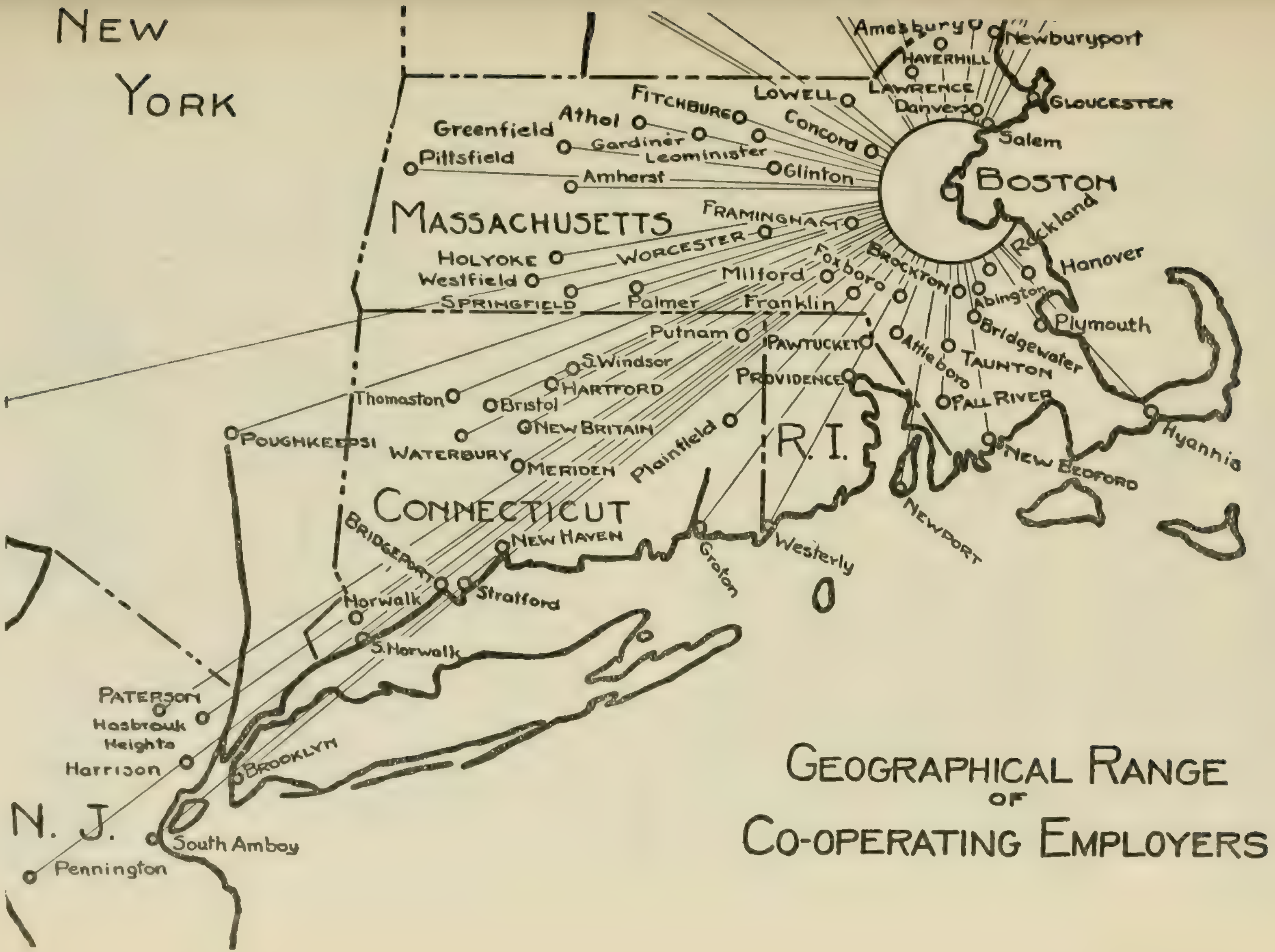
THE DENNISON MANUFACTURING CO.

ONE YEAR
- Carpenter Work
- Electrician's Helper
- Millwright Work

ONE YEAR
- Machine Shop Stock Room
- Grinding Room
- Machine Shop

ONE YEAR
- Filing Tracings
- Blueprinting
- Drafting Room Records
- Detailing
- General Drafting


MAINE
NEW HAMPSHIRE
VERMONT
BANGOR
Rumford
AUGUSTA
Brunswick
PORTLAND
MONTPELIER
Meredith
Franklin
Suncook
MANCHESTER
Keene
RUTLAND
Springfield
Granville



GEOGRAPHICAL RANGE OF CO-OPERATING EMPLOYERS

EDISON ELECTRIC ILLUMINATING COMPANY OF BOSTON

The schedule of the Edison Electric Illuminating Company of Boston is divided into the following general classifications. Very few co-operating students, if any, obtain experience in all branches, but progress from year to year in the respective branches as conditions require.

Standardizing
- (a) Testing and standardizing of electrical instruments
- (b) Miscellaneous standardization
- (c) Repairs on electrical instruments
- (d) Laboratory high voltage tests

Steam Practice
- (a) Turbine, engine and boiler tests
- (b) Instrument tests and repairs
- (c) Miscellaneous tests

Electrical Testing
- (a) Testing and repairing of electrical instruments in power stations and substations
- (b) Cable tests
- (c) High voltage tests on apparatus and in the field
- (d) Checking up construction work
- (e) Miscellaneous electrical tests

Chemical Engineering
- (a) Fuel analysis
- (b) Miscellaneous tests and analysis of oils, water paints and other materials

Photography
Office Work

HUNT-SPILLER MANUFACTURING CORPORATION

ONE YEAR General laboratory and plant work, including preparation of samples
Pyrometry
Use and care of Metallurgical apparatus

ONE YEAR complete analysis of coal, coke, limestone, sand, iron, soil, etc.

ONE YEAR Keeping of general metallurgical records, filing, and making of reports

ONE YEAR Analysis for combined, graphitic, and total carbon with a complete knowledge of a carbon combustion apparatus

NORTON COMPANY, Grinding Machine Division

ONE YEAR
- Tool Crib
- Automatic Screw Machine
- Engine Lathe
- Turrett Lathe
- Drills

ONE YEAR
- Milling Machine
- Gear Cutter
- Boring Mill
- Planer
- Grinder

ONE YEAR
- Assembly
- Inspection
- Stock Room (finished parts)
- Production Office

SIMPLEX WIRE AND CABLE COMPANY

The first two years are devoted to general plant training which is primarily the same for Electrical, Mechanical and Chemical students, except that the schedules are designed to give more extended training in the departments more closely allied to the course of study. The senior year is devoted entirely to the department for which the student is studying.

One Year	One Year	One Year
Insulating Department	Twisting Department	Electrical Testing
Braiding Department	Machine Shop	or
Cable Department	Plant Construction	Drafting Room
		or
		Chemical Laboratory

WESTERN ELECTRIC COMPANY

One Year	One Year	One Year
Preanalyzation Department	Central Office Apparatus	Cable Terminals
Wood Work and Wood Finish	Sub Sets and Coin Collector	Preanalyzation
Metal Working and Plugs	Desk Stands and Dials	Switchboard Wiring
Metal Finishing	A. T. & T. Instruments	Inspection

Co-operating Firms

The following firms co-operate with the Day Collegiate Schools of Northeastern University, some with one school and some with the other or both, when students are available and business conditions warrant:

Aberthaw Construction Company, Boston
Acme Smelting Company, Everett
Allen & Drew, Inc., Cambridge
American Agricultural Chemical Company, Weymouth
American Brass Company, Waterbury, Conn.
American Electric Furnace Company, South Boston
American Electrical Works, Phillipsdale, R. I.
American Printing Company, Fall River
American Schaffer & Budenberg Corporation, Worcester
American Steel & Wire Company, Worcester
American Woolen Company, Lawrence and Maynard
Ames Shovel & Tool Company, North Easton
Amoroso Manufacturing Company, Boston
Apex Chocolates Company, Cambridge
Appleton, Thomas A., Civil Engineer, Salem
Arcade Malleable Iron Company, Worcester
Arnold Machine Company, Rockland
Ashton Valve Company, Cambridge
Aspinwall & Lincoln, Boston
Associated Factory Mutual Fire Insurance Companies, Boston
Atlantic Works, East Boston
Atwood & Morrill, Salem
Atwood, F. C., Newton
Aulson Tanning Machinery Company, Salem
Bacon, Arthur W., Civil Engineer, New Britain, Conn.
Bailey Manufacturing Company, Amesbury
Bangor Hydro-Electric Company, Bangor, Me.
Barnes, Rowland H., Civil Engineer, Waltham
Barrett Company, The, Everett

Barrett, Leon J., Company, Worcester
Bates, C. J.; & Son., Chester, Conn.
Beacon Electric Company, Brookline
Beacon Oil Company, Everett
Bee Machine Company, Lynn
Belding-Heminway Silk Company, Putnam, Conn.
Berry Drafting Service, Boston
Bethlehem Shipbuilding Corporation, Quincy
Bird and Son, Inc., East Walpole
Blake Electric Manufacturing Company, Boston
Blake Pump Company, Fitchburg
Blanchard Machine Company, Cambridge
Boston & Albany Railroad, Boston
Boston, City of, Assessors' Department, Boston
Boston Consolidated Gas Company
Boston Gear Works, Quincy
Boston Ice Company, Boston
Boston Insulated Wire & Cable Company, Dorchester
Boston Machine Works, Lynn
Boston & Maine Railroad, Boston
Boston Sand and Gravel Company, Boston
Boston University, Laboratory, Boston
Boston Woven Hose & Rubber Company, Cambridge
Boston Y. M. C. A., Boston
Bradford Dyeing Association, Bradford, Rhode Island
Bradford & Weed, Civil Engineers, Lynn
Branch, Ernest W., Civil Engineer, Quincy
Bridgeport Brass Company, Bridgeport, Conn.
Brighton Abattoir, Brighton
Brockton Edison Company, Brockton
Brooks, E. M., Civil Engineer, Newtonville
Brown, Burtis S., Consulting Engineer, Boston
Browning, Drake Corporation, Waltham
Bryant, Henry F., Civil Engineer, Brookline
Buck, Henry Robinson, Hartford, Conn.
Buff and Buff Manufacturing Company, Jamaica Plain
Butt, H. G., Manufacturing Company, Boston
Cambridge Electric Light Company, Cambridge
Cambridge Rubber Company, Cambridge
Cape & Vineyard Electric Company, Falmouth
Carter, William Company, Needham
Casey Foster Company, Boston
Central Maine Power Company, Lewiston
Champion Radio Works, Danvers
Champlin, William H., Inc., Medford
Chase & Gilbert, Engineers, Boston
Chase-Shawmut Company, Newburyport
Cities Service Refining Company, East Braintree
Citizens' Gas Light Company, Quincy
Clapp, E. H., Rubber Company, Hanover
Clarke, V. B., Civil Engineer, Ansonia, Conn.
Clements, George F., Civil Engineer, Hyannis
Clifton Manufacturing Company, Jamaica Plain
Cobb, Beesley & Miles, Civil Engineers, Springfield
Coffin Valve Company, Neponset
Collyer Insulated Wire Company, Pawtucket, R. I.
Concord Electric Light Department, Concord
Condit Electrical Manufacturing Corporation, South Boston
Cone Automatic Machine Company, Windsor, Vt.

Connecticut State Highway Department, Hartford, Conn.
Consolidated Electric Lamp Company, Lynn
Converse Rubber Shoe Company, Malden
Corbett, E. M., Civil Engineer and Architect, Fall River
Corbin, P. & F., Company, New Britain, Conn.
Cosgrove, John F., Town Engineer, Lexington
Couch, S. H., Company, Quincy
Craftex Company, Brighton
Crittenden Manufacturing Company, Jamaica Plain
Crocker, H. S., City Engineer, Brockton
Crocker-McElwain Company, Holyoke
Cumberland County Power & Light Company, Portland, Me.
Cunardi Company, Boston
Curtin, Andrew F., & Son, Medford
Dalton Marsh Company, Danvers
Dennison Manufacturing Company, Framingham
Dewey & Almy Chemical Company, North Cambridge
Doble Engineering Company, Medford Hillside
Dolle Electrical Machine Company, Boston
Donnelly Machine Company, Brockton
Donovan, L. E., Electrical Contractor, Somerville
Drake, A. B., Civil Engineer, New Bedford
Draper Corporation, The, Hopedale
Dyer, John, Civil Engineer, Melrose
Dyer, Samuel, Town Engineer, Framingham
Eastern Massachusetts Street Railway Company, Revere
Edison Electric Illuminating Company of Boston
Electric Light & Power Company of Abington & Rockland, North Abington
Electric Installation Company, Boston
Electric Repair Company, Bridgeport, Conn.
E. I. DuPont De Nemours Company, Everett
Elliott Addressing Machine Company, Cambridge
Ellis Manufacturing Company, Milldale, Conn.
Emerson Apparatus Company, Melrose
Engineering Products, Inc., Cambridge
Eppley Research Laboratory, Newport, R. I.
Erie Railroad Company, New York, N. Y.
Evans, R. R., Essex County Engineer, Salem
Evatt, W. M., Company, Boston
Fales, L. F., Walpole
Fall River Electric Light Company, Fall River
Fellows Gear Shaper Company, Springfield, Vt.
Fink & Fink, Surveyors, Boston
Firestone Footwear Company, Hudson
First National Bank of Boston
Forbes & Myers, Worcester
Forbes Lithograph Company, Chelsea
Foxboro Company, The, Foxboro
Fuller, George A., Company, Boston
Fulton Light, Heat & Power Company, Fulton, N. Y.
Gamewell Company, The, Newton Upper Falls
Gannett, C. H., Company, Boston
General Alloys Company, South Boston
General Amplifier Company, Cambridge
General Electric Company, Bridgeport, Conn.
General Electric Company, Lynn
General Electric Company, Pittsfield
General Industries Company, Waltham
General Radio Company, Cambridge

General Sea Foods Company, Gloucester
Gibby Foundry Company, East Boston
Gilbert, A. C., Company, New Haven, Conn.
Ginn and Company, East Cambridge
Gleason Engineering Corporation, Wellesley
Gloucester Electric Company, Gloucester
Gowing, Frederick H., Architect, Boston
Graham Paige Company of New England, Boston
Graton & Knight Manufacturing Company, Worcester
Greenfield Electric Light & Power Company, Greenfield
Greenfield Tap & Die Corporation, Greenfield
Griffin, George A., Woods Hole
Hammett, J. L., Company, Cambridge
Hartford, City of, Engineering Department, Hartford, Conn.
Hartford Electric Light Company, The, Hartford, Conn.
Harvey, Arthur C., Company, Boston
Haverhill, City of, Engineering Department, Haverhill
Hayward & Hayward, Civil Engineers, Brockton
Hayward, R. Loring, Civil Engineer, Taunton
Hedlund, Charles, Company, Quincy
Hegeman-Harris Company, Inc., Boston
Heinze Electric Company, Lowell
Hill, George A., Company, Lowell
Hixon Electric Company, Boston
Hodgman Rubber Company, Framingham
Holtzer Cabot Electric Company, Roxbury
Holyoke Water Power Company, Holyoke
Hood Rubber Company, Watertown
Howe & French, Inc., Boston
Hoyt, Samuel W., Jr., Corporation, South Norwalk, Conn.
Humphrey, C. B., Court Surveyor, Boston
Hunt-Spiller Manufacturing Corporation, South Boston
Hygrade Lamp Company, Salem
International Business Machines Corporation, New York, N. Y.
International Engineering Works, Framingham
International Paper Company, Franklin, N. H.
International Paper Company, Wilder, Vt.
International Silver Company, Meriden, Conn.
Jager, Charles J., Company, Boston
Jarvis Engineering Company, South Boston
Johnson, H. A., Company, Boston
Jones & Lamson Machine Company, Springfield, Vt.
Jordan Marsh Company, Boston
Joy, C. F., Jr., Civil Engineer, Milton
Joyce, F. A., Civil Engineer, Belmont
Keene Gas & Electric Company, Keene, N. H.
Kelsey, Company, The, Boston
Kendall, F. H., Middlesex County Engineer, Cambridge
Kenney Bros. & Wolkins, Boston
Kinney Manufacturing Company, Jamaica Plain
Knights, A. A., & Son, Corporation, Boston
Leonard & Baker Stove Company, Taunton
Lever Brothers Company, Soap Manufacturers, Cambridge
Lewis Manufacturing Company, East Walpole
Lindsay, P. K., & Company, Boston
Little, Arthur D., Company, Inc., Cambridge
Livingston Manufacturing Company, Rockland, Me.
Locke Regulator Company, Salem
Lundin Electric & Machine Company, Boston

Lynn, City of, Engineering Department, Lynn
Lynn Supply Company, Lynn
Mace, Albert E., Company, Roxbury
Maine State Highways, Augusta, Me.
Malden Grinding & Welding Company, Malden
Malden Machine Tool Company, Malden
Malden & Melrose Gas & Electric Company, Malden
Manhasset Manufacturing Company, Putnam, Conn.
Manning, Maxwell & Moore, Inc., Fitchburg
Marden, L. O., County Engineer, Worcester
Marine Hardware Company, Peabody
Marlboro, City of, Engineering Department, Marlboro
Mason Regulator Company, Milton
Mason, W. A., & Son, Company, Cambridge
Massachusetts Department of Public Health, Boston
Massachusetts Department of Public Utilities, Boston
Massachusetts Department of Public Works, Testing Laboratory, Boston
Massachusetts Institute of Technology, Cambridge
Massachusetts Public Works Department, Division of Highways, Boston
Maynard, Forrest J., Town Engineer, Milton
McElwain, W. H., Company, Manchester, N. H.
McIntyre, Kenneth E., Franklin
Medford, City of, Engineering Department, Medford
Melrose, City of, Engineering Department, Melrose
Meredith Electric Light Company, Meredith, N. H.
Merrimac Chemical Company, North Woburn and Everett
Metcalf & Eddy, Boston
Metropolitan District Commission, Boston
Montague, E. N., West Acton
Morgan Construction Company, Worcester
Morse Twist Drill & Machine Company, New Bedford
Morse, William P., City Engineer, West Newton
National Company, Malden
National Railway Signal Company, Boston
National Spun Silk Company, New Bedford
Needham, Town of, Engineering Department, Needham
Neptron Company, Beverly
New Bedford Gas & Edison Light Company, New Bedford
New Departure Manufacturing Company, Bristol, Conn.
New England Confectionery Company, Boston
New England Fuel and Transportation Company, Everett
New England Power Company, Worcester and Boston
New England Pressed Steel Company, Natick
New England Structural Company, Everett
New England Telephone & Telegraph Company, Brockton
New London Ship & Engine Company, Groton, Conn.
New York, New Haven & Hartford Railroad
Nesbit & Griffin, Inc., Portland, Me.
Norfolk Iron Works, Quincy
Norfolk Paint & Varnish Company, Norfolk Downs
Northeastern University, Boston
North Packing & Provision Company, East Cambridge
Norton Company, Worcester
Norwood, Town of, Engineering Department, Norwood
Old Colony Foundry, East Bridgewater
Oxford Paper Company, Rumford, Me.
Panther Rubber Manufacturing Company, Stoughton
Parker, Bateman & Chase, Clinton
Parks-Cramer Company, Fitchburg

Payne, F. S., Company, Boston
Perkins, Lewis W., Civil Engineer, Scituate
Peters, A. C., Boston
Phillips, E. L., & Company, New York
Phillips-Baker Rubber Company, Providence, R. I.
Plymouth Cordage Company, Plymouth
Plymouth Electric Light Company, Plymouth
Pneumatic Scale Corporation, Norfolk Downs
Portland, Maine, Department of Public Works
Powdrell & Alexander, Inc., Danielson, Conn.
Pratt, Herbert A., Worcester
Pratt & Whitney Aircraft Company, Hartford, Conn.
Queens Borough Gas & Electric Company, Far Rockaway, N. Y.
Raffi & Swanson, Chelsea
Rand, John F., Civil Engineer, Melrose
Rawson Electrical Instrument Company, Cambridge
Raybestos Company, The, Bridgeport, Conn.
Raytheon Manufacturing Company, Newton
Refrigerating Machinery Company, Boston
Revolvator Company, Jersey City, N. J.
Richardson, Herbert, Hyannis
Rickard Shoe Company, Haverhill
Ridlon, Frank, Company, Boston
Riverside Boiler Works, Cambridge
Rockwood Sprinkler Company, Worcester
Rosenblatt Brothers, Framingham
Rubber Weld Sales Company, Cambridge
Ruggles-Klingemann Manufacturing Company, Salem
Saco-Lowell Shops, Newton Upper Falls
Samson Electric Company, Canton
Sanborn Company, Instrument Manufacturers, Cambridge
Sayles Finishing Plants, Saylesville, Rhode Island
Schein & Levine, Engineers, Chelsea
Sea Sled Corporation, Mystic, Conn.
Seth Thomas Clock Company, Thomaston, Conn
Shattuck, L. H., Inc., Manchester, N. H.
Shay & Shay, Civil Engineers, Lynn
Shore Corporation, Atlantic
Simons Knitting Mill, Needham Heights
Simplex Wire and Cable Company, Cambridge
Simpson Brothers Corporation, Boston
Skinner Organ Company, Dorchester
Skinner & Sherman, Inc., Boston
Smith, H. B., Company, Westfield
Smith, W. D., Electric Company, Boston
Snow, Bayard F., Boston
Snow, Newell B., Civil Engineer, Barnstable
Somerville Machine & Foundry Company, Somerville
Spaulding-Moss Company, Boston
Springfield Gas Light Company, Springfield
Specialty Automatic Machinery Company, Waltham
Spraco, Inc., Somerville
Sprague Specialties Company, North Adams
Stafford Company, The, Readville
Standard Oil Company of New York, East Cambridge
Stanley Works, The, New Britain, Conn.
Starrett, L. S., Tool Company, Athol
State of New York, Department of Public Works, Poughkeepsie, N. Y.
Stone & Webster, Inc., Boston

Strathmore Paper Company, Woronoco
Sturtevant, B. F., Company, Hyde Park
Submarine Signal Corporation, Boston
Suncook Mills Company, Suncook, N. H.
Svetkey, B., Boston
Sweet & Kendall, Gardner
Symonds, Henry A., Boston
Thoner & Martens, Boston
Tilo Roofing Company, Somerville
Time-O-Stat Controls Company, Boston
Titus, John E., Newton Upper Falls
Tower Manufacturing Corporation, Boston
Town of Stratford, Engineering Department, Stratford, Conn.
Trumbull Electric Manufacturing Company, Plainville, Conn.
Turner Construction Company, Boston
Turners Falls Power & Electric Company, Turners Falls
Turner Tanning Machinery Company, Peabody
Tuttle, Morton C., Company, Boston
Underwood Typewriter Company, Hartford, Conn.
Union Twist Drill Company, Athol
United Electric Light Company, Springfield
United Electric Railways Company, Providence, R. I.
United Illuminating Company, Bridgeport, Conn.
United Shoe Machinery Corporation, Beverly
United States Automatic Box Machine Company, Newtonville
Universal Hoist & Body Company, Everett
Universal Radio Service Company, Cambridge
Van Valkenburgh, J. J., Civil Engineer, Framingham
Vaughan Engineers, Boston
Vermont State Highway Board, Montpelier, Vt.
Viscoloid Company, Leominster
Walker & Pratt Manufacturing Company, Watertown
Waltham, City of, Department of Public Works, Waltham
Waltham Machine Works, Waltham
Waltham Watch Company, Waltham
Ward, Samuel, Manufacturing Company, Boston
Warren Brothers Company, Cambridge
Warren Telechron Company, Ashland
Waterbury Farrel Foundry & Machine Company, Waterbury, Conn.
Watts Regulator Company, Lawrence
Wellesley College, Wellesley
West Boston Gas Company, Framingham
Western Electric Company, Inc., Boston
Western Electric Company, Inc., West Haven, Conn.
Westinghouse Electric & Manufacturing Company, Springfield
Weymouth Light & Power Company, Weymouth
Whidden Beekman Company, Boston
White, Hartley L., Civil Engineer, Braintree
Whitman & Howard, Boston
Whiton, D. E., Machine Company, New London, Conn.
Winebaum & Wexler, Civil Engineers, Boston
Wireless Specialty Apparatus Company, Jamaica Plain
Woburn Machinery Company, Woburn
Wollaston Foundry Company, Norfolk Downs
Woodfall, J. Leslie, Town Engineer, Belmont
Woods, S. A., Machine Company, Boston
Worcester Electric Light Company, Worcester
Worthington Pump and Machinery Corporation, Harrison, N. J.
Wright, L. H., Village Engineer, Newark, N. Y.

Detailed Information

Location

The University is housed in three buildings: the Main (Y.M.C.A.) Building, the Laboratory Building, and the Huntington Building.

These buildings are located on Huntington Avenue, just beyond Massachusetts Avenue, and are within easy access of the various railroad stations, and the business and residential sections. A map indicating the location of University Buildings is shown on page 60.

Housing Regulations

We are compelled to make agreements with the landladies who furnish accommodations for our students. The University endeavors to exercise due consideration and care for the student's welfare while in residence at School. These combined facts necessitate the adoption of rules and regulations presented herewith.

1. Assignments will be made when the student registers.
2. Students may inspect rooms before accepting an assignment; after reaching a decision students must notify the office of the Director of School Administration, 351M.
3. Students who accept room assignments must retain same for the period of their residence, unless given permission by the Director of School Administration to change.
4. Students are not permitted to live in unsupervised quarters. Under no conditions are groups of students permitted to lease apartments without prior approval of the Director of School Administration.
5. Students are not permitted to engage rooms without the prior approval of the school. Those violating this understanding will be required to give up such rooms immediately and will be assigned by the school to approved quarters.
6. Violation of any of the above rules is considered a breach of discipline and will be dealt with accordingly.
7. Every student whether living at home or away from home is required to return the room registry card mailed to him at the time of the assignment of division.

School Year

The First Semester for Division A begins each year on the second Monday in September, this constituting the beginning of the school year for all upper classmen.

. *Transportation*

The chief railroad centers of Boston are the North and South Stations. From the North Station board a car going to Park Street at which junction transfer to any Huntington Avenue car. At South Station board a Cambridge subway train for Park Street Under. There change to a Huntington Avenue car and alight at Gainsborough Street a short distance from the Main Building of Northeastern University.

Residence

It has been found to be much more satisfactory for the student to live within easy access of Boston, especially during periods in school, than to live out twenty-five or thirty miles. The saving of time and effort more than offsets any increased expense. Residence in Boston is advisable, as it gives the student opportunity to use the college facilities outside of class hours, and to confer more easily with his instructors about his college work. It also gives him a wider range in the choice of a co-operative job, since he can readily report for early work, if necessary, which is often impossible if the student lives at a distance from Boston. Moreover, residence in Boston gives the student close connection with the activities of college life.

Dormitories

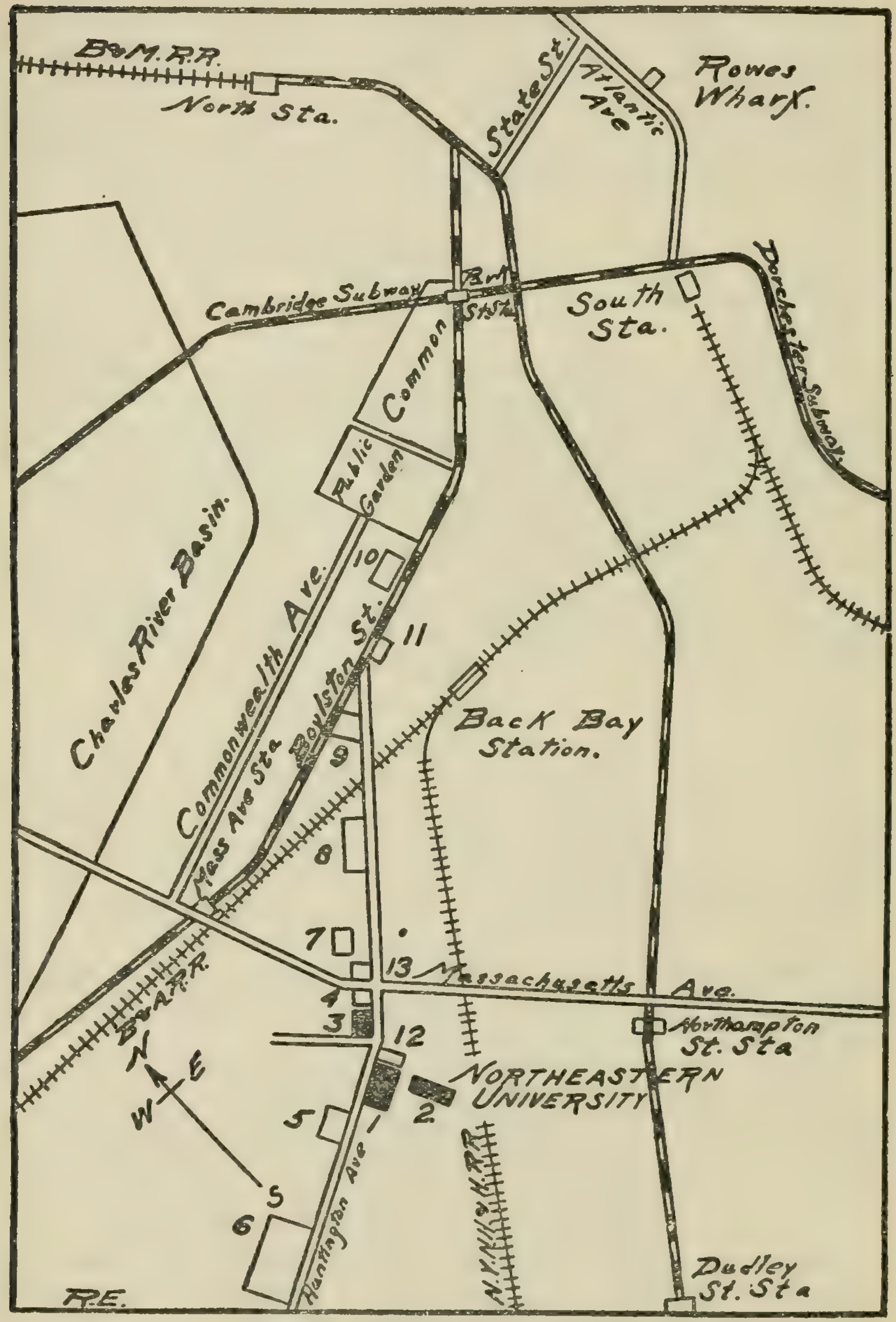
At present the School does not maintain dormitories. Provision, however, is made to secure rooms in the vicinity of the School. For information relative to such housing write the Director of Admissions.

Rooms in the dormitory of the Huntington Avenue Branch of the Boston Y. M. C. A. may be secured only through the Housing Department of the Branch. The applicant must present himself in person to a representative of the Department before assignment will be made.

Applicants desiring to room in the Association dormitory are advised to write the Housing Department of the Huntington Avenue Branch, 316 Huntington Avenue, Boston, Massachusetts.

Freshman Orientation Period

In order that freshmen may be ready to pursue their academic work with greater composure and be somewhat acclimated, preceding the beginning of scholastic work, three or four days of each term are devoted to a Freshman Orientation Period. During this time freshmen are given the necessary physical examination, advised as to school administration, and assisted



MAP OF IMMEDIATE VICINITY

Key to Map

Northeastern University and Vicinity

1. Administration Building, Boston Y. M. C. A.
2. Laboratory Building
3. Huntington Building
4. Symphony Hall
5. Boston Opera House
6. Boston Museum of Fine Arts
7. Christian Science Church
8. Mechanics Exhibition Hall
9. Boston Public Library
10. Museum of Natural History
11. Trinity Church
12. New England Conservatory of Music
13. Horticultural Hall

in every way possible in order that they may be prepared to begin serious study and work on the first day of the school term. All freshmen are required to attend all exercises scheduled during the Orientation Period.

Physical Examination

All freshmen receive a thorough physical examination at the School during the Orientation Period. All students are expected to report promptly at the appointed time for examination. Those who fail to appear at the appointed time will be charged a special examination fee of two dollars ($2).

Scholastic Year for Seniors

Seniors of either division, who are candidates for a degree in the current year, must have completed all academic work, class assignments, theses, regular and special examinations, before twelve o'clock noon of the Saturday next following the close of recitations for seniors, but in no case will the interval allowed be less than one week.

Attendance

Students are expected to attend all exercises in the subjects they are studying unless excused by the Director of School Administration. Exercises are held, and students are expected to devote themselves to the work of the School, between 9.00 A.M. and 5.00 P.M. except for an hour lunch period, on every week day except Saturday. Saturday classes are held only between 9.00 A.M. and 1.00 P.M.

Five-year Curriculums

The School of Engineering offers five-year college curriculums in collaboration with co-operating firms, in the following branches of engineering, leading to the Bachelor of Science degree in

1. Civil Engineering
2. Mechanical Engineering
3. Electrical Engineering
4. Chemical Engineering
5. Industrial Engineering

The School of Business Administration offers five-year college curriculums in collaboration with co-operating firms in the following fields of business, leading to the degree of Bachelor of Science in Business Administration:

1. Accounting
2. Banking and Finance
3. Business Management

Descriptions of the curriculums and schedules showing the subjects of instruction included will be found on succeeding pages.

Tuition and Fees, Day Division Schools

The Tuition fee in each curriculum is one hundred and ninety dollars ($190) per year for all students on the co-operative plan.

Tuition and fees for all students are payable as indicated below:

For Freshmen

Division A

Date Due	*Tuition and Fees*
September 8, 1932	$120.00
January 9, 1933	95.00

Division B

Date Due	*Tuition and Fees*
December 29, 1932	$120.00
April 17, 1933	95.00

For Upper-Classmen

Division A

*September 12, 1932	$75.00
November 21, 1932	55.00
January 30, 1933	55.00
April 10, 1933	30.00

Division B

*October 17, 1932	$75.00
December 27, 1932	55.00
March 6, 1933	55.00
May 15, 1933	30.00

Division AA

*September 12, 1932	$90.00
November 21, 1932	65.00
January 30, 1933	65.00
April 10, 1933	45.00

Division BB

*October 17, 1932	$90.00
December 27, 1932	65.00
March 6, 1933	65.00
May 15, 1933	45.00

There will be a $2.00 deferred payment fee added to all bills which are not paid by the Saturday following the date on which payments fall due. When further extensions of time are given on payments which have been previously deferred, an additional $2.00 fee will be charged for each extension.

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*Chemical Engineering Students pay their deposit of $10.00 additional.

Students who are registered for more school work than that prescribed in the catalogue for the year in which they are enrolled are charged two dollars ($2) an hour per semester. In computing additional hours, the catalogue schedules are used and both hours of exercises and hours of preparation are counted.

Failure to make the required payments on time, or to arrange for such payments, is considered sufficient cause to bar the student from classes or suspend him from engineering practice until the matter has been adjusted with the Bursar.

General Library, Laboratory and Materials Fee

All students are charged a general library, laboratory, and materials fee of ten dollars ($10) each year. This fee is payable at the time of registration.

Student Activities Fee

Each student in the Day Division is charged a student activities fee of fifteen dollars ($15). Freshmen pay $10 of this fee at the time of registration and $5 with the second payment on tuition. Upper classmen pay five dollars ($5) on this fee at the time of each of the first three payments on tuition. This fee supports in part certain student activities, and includes membership in the *Northeastern University Athletic Association*, subscription to *The Northeastern News*, the school paper, and subscription to the *Cauldron*, the school year book.

The services of a physician are also available to all students under this fee. Minor ailments are treated by the school health officers without additional charge. Should the student show signs of more serious illness, he is immediately advised to consult a specialist or return to his home, where he can get more adequate treatment.

Chemical Laboratory Deposit

All engineering students taking chemical laboratory work are required to make a deposit of ten dollars ($10) at the beginning of each year, from which deductions are made for breakage, rentals, and destruction of apparatus in the laboratory. Any unused portion of this deposit will be returned to the student at the end of the school year. In case the charge for such breakage, rentals or destruction of apparatus is more than ten dollars ($10), the student will be charged the additional amount.

Graduation Fee

A fee of ten dollars ($10) covering graduation is required by the University of all candidates for a degree. This fee must be paid at the beginning of the second semester of the student's senior year.

Payments

All payments should be made at the bursar's office.

Checks should be made payable to Northeastern University.

Refunds

The University assumes the obligation of carrying the student throughout the year. Instruction and accommodations are provided on a yearly basis; therefore no refunds are granted except in cases where students are compelled to withdraw on account of personal illness.

Books and Supplies

All supplies may be purchased from the University Book Store at a cost of thirty dollars ($30) to forty dollars ($40) per year. Supplies for the engineering freshman aggregate more because drawing instruments and supplies amounting to approximately twenty-five dollars ($25), which are for use throughout the entire curriculum of five years, must be purchased at the beginning of the freshman year.

**Tabular Summary*

of Approximate School Expenses for the Freshman Year

Items	*Low*	*Average*	*High*
Application Fee	$5	$5	$5
Tuition	190	190	190
General Library and Laboratory Fee	10	10	10
Student Activities Fee	15	15	15
Room Rent (30 weeks)	95	130	150
Board (30 weeks)	200	275	350
**Books and Supplies	25	35	45
Laundry (30 weeks)	25	35	40
Incidentals (30 weeks)	30	60	100
Total	$595	$755	$905

*Compiled from expense returns made by the student body.

**Engineering Freshmen should add approximately $25 for the purchase of drawing instruments and equipment.

Students' Self-help

Students who find it necessary to accept part-time jobs, while attending school, may through the Director of Co-operative Work obtain spare-time work doing odd jobs.

No student is justified in assuming that the University will take care of his expenses or guarantee to supply him with work sufficient to meet all his needs.

A student should have on hand at the time of registration a reserve fund adequate to provide for immediate needs or unexpected contingencies. This should ordinarily amount to at least the first year's tuition plus the student activity and other fees, room rent and board for several weeks or a total of about $500.

Elective Subjects

Students electing courses not included in their curriculum will be required to take all examinations in such courses and to attain a passing grade in them before they will be eligible for a degree.

Status of Students

The ability of students to continue their courses is determined by means of class-room work and examinations, but regularity of attendance and faithfulness to daily duties are considered equally essential.

When a student elects a curriculum, he is required to complete all courses included therein in order to graduate. No subject is to be dropped, or omitted, without the consent of the Administrative Committee and the approval of the Dean.

Any student failing to make a satisfactory record, either in school or practical work, may be removed from his position in practical work, or from the School.

Advanced Standing

Students transferring from approved colleges will be admitted to advanced standing provided their record warrants. Whenever a student enters with advanced standing and later proves to have inadequate preparation in any of his pre-requisite subjects, the Faculty reserves the right to require the student to make up such deficiencies.

Applicants seeking advanced standing must arrange to have transcripts of their previous college records forwarded with their initial inquiry.

Examinations

Examinations covering the work of the term are usually held at the close of each term. Exceptions may be made in certain courses, where, in the opinion of the instructor, examinations are not necessary.

Condition examinations will be given in all subjects during the week of July 10, 1933 for Division A students, and the week of September 4, 1933 for Division B Students. Condition examinations are not given for courses in which no final examination was given.

Special examinations may be arranged for only by vote of the Administrative Committee and for all such examinations the University requires the payment of a special fee of five dollars ($5).

Probation

Students are placed on probation either by the Executive Committee or the Administrative Committee. Failure to show proper respect for constituted authority; infringement of the rules and regulations of the University; disregard of obligations to a co-operating firm, etc., constitute insubordination. All matters of insubordination are handled by the Executive Committee and the penalty for such may be probation or expulsion from the University.

Failure to meet the standards set by the Administrative Committee, unless the failure is supported by causes wholly beyond the student's control, will necessitate the Committee's placing the student on probation.

Removal from probation is in the hands of the Committee placing the student thereon.

Rules of Standing in Scholarship

A student's grade is officially recorded by letters, as follows:

A	superior attainment
B	above average attainment
C	average attainment
D	lowest passing grade
F	failure, removable by condition examination
FF	complete failure; course must be repeated
I	incomplete
L	used in all cases of the removal of a failure by condition examination or by attendance at summer school.

A mark of F in any subject entitles the student to make up the unsatisfactory work, or to take a condition examination.

A mark of FF denies the privilege of taking a condition examination, and the course must be repeated.

A mark of I is used for intermediate grades only and signifies that the course may not have progressed sufficiently far to give a grade or that the student has not had time to make up work lost through excusable enforced absence from class.

A mark of L is used to denote the removal of a failure by condition examination, or by summer term review work.

A student who does not remove a condition before that course is again scheduled, a year later, must repeat the course. A condition in more than one subject involves the loss of the privilege of being a candidate for graduation with the student's class, and may involve the loss of assignment to co-operative work.

The responsibility for the removal of a condition rests with the student, who is required to ascertain when and how the condition can be removed.

No student may qualify as a candidate for a degree in any given year unless clear in all the required subjects of the lower years of his chosen curriculum. He must also be in good standing in all courses for which he is enrolled.

Entrance requirements or preparatory subjects pursued in the University are considered as required school work.

Dean's List

A Dean's List is issued at the end of each five weeks and contains the names of upperclass students who have an honor grade average in all subjects during the preceding period. Freshmen who achieve high scholastic standing are included on a Freshman Honor List which is published also at five week intervals. No student under disciplinary restrictions is eligible for either of the honor lists.

Absences

No "cuts" are allowed. A careful record of each student's attendance upon class exercises is kept. Absence from regularly scheduled exercises in any subject will seriously affect the standing of the student. It may cause the removal of the subject or subjects from his schedule and the listing of these as conditioned subjects. In case he presents a reasonable excuse for the absence, however, he may be allowed to make up the time lost and be given credit for the work; but he must complete the work at such time and in such manner as his instructor in the course may designate.

Laboratory work can be made up only when it is possible to do so during hours of regularly scheduled instruction. Absences from exercises immediately preceding or following a recess are especially serious and entail severe penalties.

Attendance at all mass meetings of the student body is compulsory. Exceptions to this rule are made only when the student has received permission from the Director of Student Activities previous to the meeting from which he desires to be absent.

Report Cards

Reports are issued four times a year to upper classmen and six times a year to freshmen, one at the end of each five-week school period. In addition, a special report on the subjects pursued during the summer term will be issued immediately at its close. Questions relative to grades are to be discussed with the student's faculty adviser.

Students are constantly warned and advised to maintain a grade of work which is of acceptable quality. Parents and students are always welcomed by the Dean of Students, the Director of School Administration, and advisers for conference upon such matters. Special reports on a student's work will be sent to parents at the end of each five-week school period.

Parents or guardians will be notified in all cases when students are advised or required to withdraw from the School.

Conduct

It is assumed that students come to the University for a serious purpose, and that they will cheerfully conform to such regulations as may from time to time be made. In case of injury to any building, or to any of the furniture, apparatus, or other property of the School, the damage will be charged to the student or students known to be immediately concerned; but if the persons who caused the damage are unknown, the cost for repairs may be assessed equally upon all the students of the School.

Students are expected to observe the accepted rules of decorum, to obey the regulations of the School, and to pay due respect to its officers. Conduct inconsistent with the general good order of the School, or persistent neglect of work, if repeated after admonition, may be followed by dismissal, or, in case the offense be a less serious one the student may be placed upon probation. The student so placed upon probation may be dismissed if guilty of any further offense.

It is desired to administer the discipline of the School so as to maintain a high standard of integrity and a scrupulous regard for truth. The attempt of any student to present, as his own, any work which he has not performed, or to pass any examination by improper means, is regarded as a most serious offense, and renders the offender liable to immediate expulsion. The aiding and abetting of a student in any dishonesty is also held to be a grave breach of discipline.

Freshman Advisers

At the time of his matriculation each freshman is assigned to a personal adviser, a member of the faculty, who serves as an interested and friendly counselor during the perplexing period of transition from school to college. A personal record card is prepared for each student, containing certain pertinent data from his preparatory school record, the report of his physical examination at Northeastern, his scores on psychological tests, the results of placement examinations, and any special notes which may be of significance in advisory work. The aim of the freshman advisory system is primarily to assist students in making an effective start upon their programs and secondarily to acquire for the later use of guidance officers a fund of significant information relative to every freshman. Advisory work is under the direction of a Dean of Students, assisted by a full time clinical psychologist who handles the diagnosis and remedial treatment of problem cases.

Upperclass Advisers

The function of the adviser to upper classmen is somewhat different and tends more toward consultation and suggestion bearing on the student's plans and probable work after graduation.

Attention is not only given to the problems of the student in connection with his studies, but the service is extended to include advice upon any problem in which advice is needed and desired, the aim being to guide the student to the fullest possible personal development.

The school record of each student is carefully analyzed in the light of what could reasonably be expected of him, considering his previous school record, his score on the psychological test, and the other factors in his case. If he is not doing his best work, an investigation is made to determine and eliminate the causes. If he is doing as well as could be expected or better, he is encouraged to continue to do so. In other words, each student is held to the most effective work possible, through advice, encouragement, and assistance.

Students obviously not adapted to the type of work offered, will be definitely and frankly advised to change their goal and type of training. In some instances, this change will necessitate transfer to another institution.

Student Activities

A reasonable participation in social and athletic activities is encouraged by the Faculty, although a standard of scholarship which is incompatible with excessive devotion to such pursuits is required of all students. All general activities are open to all students in the Day Division of the University.

Northeastern University Athletic Association

The Athletic Association consists of all students in the Day Division.

At the head of the Association is the Faculty Committee on Student Activities, appointed by the Vice-President of the Day Division. This committee must approve all general policies in regard to athletics, in particular, schedules and absences from school due to athletics. The General Athletic Committee, consisting of the Graduate Manager of Athletics, the captains and managers of each recognized varsity team and of the coaches as ex-officio members, has charge of the administration of athletics.

Through the athletic association of the University interclass contests are arranged in basketball, baseball, football, track, tennis, and swimming. Intercollegiate games and meets are arranged with the leading colleges in the East.

Mass Meeting

Every Wednesday, from 12 to 1, mass meetings or class meetings are held. Attendance at these meetings is compulsory. The second and fourth mass meetings of each five-week period are, as a rule, devoted to a lecture by some prominent visitor. The first, third, and fifth meetings of each period are under the direction of the Department of Student Activities.

"The Northeastern News"

The students issue a weekly newspaper called *The Northeastern News*. Here the students have an opportunity to express their opinions on subjects relating to study, co-operative work, social events, or topics of the day. In addition, college news, editorials, and official announcements make this feature of activities very valuable. Positions on the editorial and business staffs of the paper are attained by competitive work.

The College Annual—"The Cauldron"

The college annual is a year book published by the senior classes of the Day Division. It is ready for distribution in the latter part of the second semester and contains the usual review of the year's work and activities, a complete history of all classes and organizations in the school, as well as a miscellany of snapshots and pictures.

The Handbook

Issued at the beginning of each year, the Handbook helps promote an early intimacy with the scope of college life. The book is of special interest to new men as it contains detailed information concerning all the organizations of the School. Schedules, a daily diary, songs, cheers, and important dates in the college calendar make the book also of great value to upper classmen.

Student Council

This is the student governing body and consists of members elected from each class, as well as four members elected at large. It acts as the supreme governing body. It has jurisdiction, under proper supervision of the Faculty, over all student matters, such as customs, privileges, and such other matters as can properly be decided upon by such a body.

The Senate and The Sigma Delta Epsilon

The Senate of Northeastern University is the honorary society of the School of Engineering. Sigma Delta Epsilon is the honorary society of the School of Business Administration. Election to them is not founded entirely upon scholarship. Before a man is privileged to wear the honorary society insignia he must display, in addition to scholarship, integrity of character, diligence in extra curricula activities, and faithful endeavor in the interests of his fellow students. Each society has a distinguished list of members consisting of the outstanding men in the Day Division.

The Inter-Fraternity Council

Elected representatives from each fraternity make up the Inter-Fraternity Council. This body has preliminary jurisdiction over laws governing the regulation of fraternities in the Day Division, and its rulings are subject to approval of the Faculty Committee on Student Activities.

Professional Societies

The students in the various Engineering curriculums are organized as a professional society for the closer association of the students of the School, and for the discussion and consideration of various problems and new knowledge, which would not ordinarily come into their regular courses. Meetings are held every week at which addresses are given by members of the society and by business men or engineers of prominence.

There are five sections of the student body in the School of Engineering: the Civil, Mechanical, Electrical, Chemical and Industrial Engineering Sections. These sections are affiliated either by individual membership or as a group with the Boston Society of Civil Engineers, the American Society of Mechanical Engineers, the American Institute of Electrical Engineers, the American Chemical Society, and the Society of Industrial Engineers, thereby procuring for the students that most valuable association with the successful practicing engineers of the community.

For the School of Business Administration, there has been chartered a branch of the American Management Association, operated by the students with the counsel of the Faculty Adviser. In addition, students in the several curriculums of the School of Business Administration have organized professional clubs for the purpose of promoting closer association of students interested in particular fields. These clubs provide an opportunity for the consideration and discussion of various problems of current importance which might not ordinarily be included in their technical courses. Among the most active of these clubs are the Banking Club, the Accounting Club, and the Economics Club. Meetings are held regularly at which men prominent in professional life are invited to speak.

The Musical Clubs

Men in the School with musical ability have ample opportunity to exercise their talents with the various musical clubs such as the orchestra, band, glee club, banjo club, etc. The various organizations are coached by competent directors and are governed by a student group comprising a Musical Clubs Council.

Musical Comedy

Each year an appropriate Musical Comedy is produced by the students at one of the local theatres, under the direction of competent dancing, musical, and dramatic coaches. This provides an opportunity for a large number of students to participate in the many phases of amateur dramatics. The Musical Comedy is one of the big events of the year.

High School Clubs

Alumni of various high schools have formed high school clubs in the University. These clubs offer an opportunity to new men to meet fellow alumni and become acquainted with the school life more quickly.

Public Speaking

Cash prizes of $50, $25, $10, and three prizes of $5 each are offered yearly by Arthur S. Johnson, of the Board of Trustees, for excellence in the presentation of original speeches before the School at a regular student mass meeting. All students are eligible to compete for these prizes. The regulations for the contests are published in *The Northeastern News* early in the year.

The Northeastern Student Union

The purpose of the Northeastern Student Union is to carry out the work of a Christian Association within the University. It endeavors to deepen the spiritual lives of Northeastern men through the building of Christian character, to create and promote a strong and effective Northeastern University spirit in and through a unified student body, to promote sociability within the School, and to emphasize certain ethical, social, civic, intellectual, economic, physical, vocational, and avocational values.

All students are encouraged to participate in the activities of the Union, no matter what their religious faith, as the work of the Union is entirely non-sectarian. No attempt is made in any way to influence one to participate in any activities which are contrary to the tenets of any particular religion. A good moral character is the only requirement for eligibility to membership. It is hoped as many students as can will participate in this ideal extra curricula work.

The Union conducts a weekly Chapel Service to which all Faculty members and students are invited. The service, which is non-sectarian and voluntary, is held on Thursday mornings from 8.40 to 8.55 o'clock. Many eminent preachers of Greater Boston are engaged to deliver brief addresses.

Northeastern University Alumni Association of the Day Division

The alumni of the Day Division of Northeastern University are organized "to promote the welfare of Northeastern University, the establishment of a mutually beneficial relationship between Northeastern University and its alumni, and the perpetuation of fellowship among members of the Alumni Association".

Various social events are held during the year and a reception to the graduating class is sponsored by the Association in connection with senior activities.

There are at present three regional alumni clubs located in New York City; New Haven, Connecticut; and Springfield, Massachusetts. These local clubs meet periodically in their respective centers to discuss matters pertaining to the University and its alumni.

The General Alumni Association is represented at the University by the Alumni Secretary who directs the Alumni Office. The University conducts an Alumni Placement Division in connection with the Department of Co-operative Work to assist graduates in obtaining suitable employment. This service is under the supervision of the Alumni Secterary.

Requirements for Graduation

The University confers the following engineering degrees:

Bachelor of Science in Civil Engineering.
Bachelor of Science in Mechanical Engineering.
Bachelor of Science in Electrical Engineering.
Bachelor of Science in Chemical Engineering.
Bachelor of Science in Industrial Engineering.

To receive a degree the student must be enrolled in the School for at least one year, immediately preceding the date on which he expects to graduate.

He must complete the prescribed studies of the five years.

In addition, he must complete satisfactorily a schedule of co-operative work requirements under the supervision of the Faculty.

The student must, also, prepare a thesis as defined elsewhere in this catalog. All theses and records of work done in preparation of theses are the permanent property of the University.

The degree conferred represents not only the formal completion of the subjects in the selected course of study, but also the attainment of a satisfactory standard of general efficiency. Any student who does not show in the senior year work of his curriculum that he has attained such a standard may be required, before receiving the degree, to take such additional work as shall prove his ability.

Graduation with Honors

Honors are based upon excellence of scholarship maintained by students while in residence. Two honorary distinctions are conferred at graduation.

Those students who achieve distinctly superior attainment in all their academic work will be graduated *with honor.* The highest ranking man or men in this group may upon special vote of the faculty be graduated *with high honor.*

Students graduating with honor must have been in attendance at least two years immediately preceding graduation.

Program of Studies

Founded on the co-operative principle, the Day Schools of Northeastern University offer to students who have had a high school preparation or its equivalent, a sound training in the sciences fundamental to their profession and in the important applications of the principles of these sciences to the several branches of industry and commerce. Much stress is laid on the development of the ability to apply the acquired knowledge to new problems.

The program of studies differs from that of many schools, in that a student is not permitted a wide range of subjects from which to choose. It has been found that better results are obtained, in co-operative education, by prescribing the principal studies which the student is to pursue. But wherever, as in this case, there has been a deviation from common educational practice, it has been for the purpose of achieving more effectively the fundamental aim of Northeastern University; namely, to give young men a thorough training in both the theoretical and the applied principles upon which professional work is conducted. *The training is that of a university of high standards.*

General Statement

In the following pages will be found a detailed statement of the scope of the subjects offered in the various curriculums. The subjects are classified as far as possible, related studies being arranged in sequence. A complete table of the Subjects of Instruction will be found at the end of the catalog. Under each subject is given a list of the courses required as pre-requisite for that subject.

Students electing a subject must complete that subject in order to be considered as a candidate for a degree.

The courses included in the list which follows are subject to change at any time by action of the School Authorities.

In the tabular summaries of the programs of study each course is followed by two numbers: the first under the column marked "Cl" indicates the number of class hours of recitation, laboratory, drawing room, or field work per week; the second number under the column marked "Out" indicates the number of hours of outside preparation that have been assigned as the minimum weekly requirement for each course. The work is so planned that the student will be required to spend from forty-eight to fifty-two hours per school week in preparation and class work.

"Pre-requisite" indicates courses which must have been *passed* prior to the taking of the advanced courses.

"Preparation" indicates courses which the student must have taken prior to his registration in the advanced courses, unless stated exceptions are made, in which case both courses may be carried simultaneously.

The regular school year for Upper-classmen comprises two terms, each of twenty weeks — ten weeks of formal study and ten of Co-operative Work, divided into alternating periods of five weeks each. The first twenty-week term for each division is called the First Semester; the second twenty weeks, the Second Semester.

For Freshmen, the regular school year comprises two semesters of fifteen weeks each, with no alternating periods of Co-operative Work. Co-operative Work begins after the close of the Freshman year which constitutes a period of analysis directed toward proper placement of each student who completes his first year satisfactorily.

Curriculum I—Civil Engineering

First Year

FIRST SEMESTER		Hours per week Cl	Out	SECOND SEMESTER		Hours per week Cl	Out
E 1-2	English I	3	5	E 1-2	English I	3	5
M 1	Algebra	3	5	M 4	Analytic Geometry	5	9
M 3	Trigonometry	2	4	CH 2	Chemistry	4	6
D 1-2	Graphics	6	3	D 1-2	Graphics	6	3
P 1	Physics I	3	5	P 2	Physics I	3	5
U 1-2	Physical Training	2	0	U 1-2	Physical Training	2	0
U 3	Hygiene	2	2				
CI 1	Surveying	2	2				
		23	26			23	28

Second Year

E 3-4	English II	3	5	E 3-4	English II	3	5
M 5	Differential Calculus	4	6	M 6	Integral Calculus	4	6
P 3	Physics II	3	5	P 4	Physics II	3	5
EL 3	Applied Electricity	4	6	ME 20	Applied Mechanics	4	6
CI 3	Higher Surveying	2	4	CI 4	Higher Surveying	2	4
CI 5	Higher Surv. F & P.	6	0	CI 6	Higher Surv. F & P.	6	0
		22	26			22	26

Third Year

Ec 21-22	Economics	3	4	Ec 21-22	Economics	3	4
ME 21	Applied Mechanics	4	6	ME 22	Strength of Materials	4	6
P 5	Physics Laboratory	2	2	P 6	Physics Laboratory	2	2
CI 7	Curves & Earthw'k	3	5	CI 8	Curves & Earthw'k	3	5
CI 9	C'ves & E'thw'kF&P	6	0	CI 10	C'ves & E'thw'kF&P	6	0
ME 35	Heat Engineering	3	5	CI 12	Hydraulics	3	6
CI 13	Materials	2	4	CI 14	Geology	2	4
		23	26			23	27

Fourth Year

S 1-2	Psychology	3	4	S 1-2	Psychology	3	4
U 5-6	Engineering Conf.	2	1	U 5-6	Engineering Conf.	2	1
ME 23	Strength of Materials	4	6	ME 70	Testing Mater. Lab.	2	2
CI 15	Theory of Structures	3	6	CI 16	Theory of Structures	4	8
CI 17	Structural Drawing	3	0	CI 18	Structural Drawing	3	0
CI 19	Highway Eng.	2	4	CI 20	Highway Eng.	3	6
CI 21	Sanitary Engineering	3	6	CI 22	Advanced Surveying	3	6
		20	27			20	27

Fifth Year

S 3-4	Sociology	3	4	S 3-4	Sociology	3	4
U 7-8	Engineering Conf.	2	1	U 7-8	Engineering Conf.	2	1
CI 23	Eng. Structures	4	8	CI 24	Eng. Structures	4	8
CI 25-26	Concrete	2	4	CI 25-26	Concrete	2	4
CI 27-28	Concrete Design	3	0	CI 27-28	Concrete Design	3	0
CI 29	Structural Design	6	0	CI 30	Structural Design	6	0
CI 31	Foundations	2	2		Thesis	1	6
	Thesis	1	6				
		23	25			21	23

Department of Civil Engineering

Professor Henry B. Alvord, *Chairman*

Civil engineering covers such a broad field that no one can become expert in its whole extent. It includes topographical engineering, municipal engineering, railroad engineering, structural engineering, and hydraulic and sanitary engineering. It covers land surveying, the building of railroads, harbors, docks, and similar structures; the construction of sewers, waterworks, roads and streets; the design and construction of girders, roofs, trusses, bridges, buildings, walls, foundations, and all fixed structures. All of these branches of engineering rest, however, upon a relatively compact body of principles, and in these principles the students are trained by practice in the class room, in the field, and in the testing laboratory. The curriculum is designed to prepare the young engineer to take up the work of design and construction of structures, to aid in the location and construction of railways and highways and to undertake intelligently supervision of work in the allied fields of mining, architectural, and electrical engineering, and general contracting.

The following table sets forth the pre-requisite courses of this department, together with the advanced courses for which they are pre-requisite. Pre-requisite courses must be completed before the advanced courses based upon them may be taken. Advanced courses are tabulated at the left, their pre-requisite to the right.

Advanced Courses	Pre-requisite Courses
Second Year	
M 5 Differential Calculus	M1 Algebra, M4 Analytic Geometry
ME 20 Applied Mechanics	P3 Physics II
CI 3 Higher Surveying	CI 1 Surveying
Third Year	
ME 22 Strength of Materials	ME 20 Applied Mechanics
CI 7 Curves and Earthwork	CI 4 Higher Surveying
Fourth Year	
ME 23 Strength of Materials	ME 22 Strength of Materials
CI 17 Structural Drawing	D 1-2 Graphics
CI 21 Sanitary Engineering	CI 12 Hydraulics
CI 22 Advanced Surveying	CI 4 Higher Surveying
Fifth Year	
CI 23 Engineering Structures	CI 16 Theory of Structures
CI 25-26 Concrete	ME 23 Strength of Materials
CI 29 Structural Design	CI 18 Structural Drawing

CI 1 Surveying

Curriculums: All
First Year, first semester in Div. A.
second semester in Div. B. *Two hours per week*

Every engineering project must be based upon accurate and complete information concerning its site. Throughout the progress of construction, measurements taken in the field keep the dimensions of the finished work to the specifications of the designer. These and similar operations are performed under the direction of the surveyor.

This is a general course in surveying for all engineering freshmen which explains the field methods and measuring instruments commonly used in surveying operations. The course consists of lectures, assigned problems, and field demonstrations of the more important surveying instruments. The close association of surveying with trigonometry and drawing is emphasized with illustrative assignments.

Professors INGALLS and MESERVE.

CI 3 Higher Surveying

Curriculum: I *Two hours per week*
Second year, first semester *Pre-requisite CI-1*

The course consists of lectures, recitations, and problem work in which the following subjects are considered: the chain, tape, compass, transit and level; methods of marketing and computing both closed and open traverses, location of buildings and points. The course also comprises surveying for deeds, city surveying, U. S. system of public land surveying, differential and profile leveling.

MR. BAIRD.

CI 4 Higher Surveying

Curriculum: I *Two hours per week*
Second year, second semester *Preparation: CI-3*

The student is taught the theory and use of contour maps, the stadia, with allied topographic problems, including the use of the plane table. The methods of stellar observation for the determination of azimuth are also studied.

MR. BAIRD.

CI 5 Higher Surveying, Field-Work and Plotting

Curriculum: I *Six hours per week*
Second year, first semester *Preparation: *CI-3*

Two afternoons per week are devoted to preliminary practice with the standard surveying instruments. The work depends upon and is closely allied to the theoretical work in Higher

Surveying. The student first practices taping and chaining, and the use of the compass. Then there follows practice with the transit, level, and tape, concluding with a large transit and tape closed traverse. This traverse is balanced, plotted, and completed as a map. This includes the location and plotting of streets, buildings, etc., included within the traverse. Work is done on contour maps, with problems, differential and profile leveling, stadia methods, and various special problems such as layout of line and grade for a sewer or a building.

Mr. Baird and Assistants.

CI 6 Higher Surveying, Field-Work and Plotting

Curriculum: I *Six hours per week*
Second year, second semester *Preparation: CI-5*

A continuation of Higher Surveying with field work in triangulation, stadia, and plane table surveying.

Mr. Baird and Assistants.

CI 7 Curves and Earthwork

Curriculum: I *Pre-requisite: CI-4*
Third year, first semester *Three hours per week*

The course covers the principles and application of simple, compound, reversed, parabolic, and transition curves to railroad and highway location, also the principles of reconnaissance preliminary and location survey for a railroad.

Mr. Baird.

CI 8 Curves and Earthwork

Curriculum: I *Preparation: CI-7*
Third year, second semester *Three hours per week*

The work follows closely the theory of Curves and Earthwork CI 7. It includes the layout in the field of various curves; the reconnaissance, preliminary and location survey of a line of railroad. Drafting room problems on location of railroads and highways are given.

Mr. Baird.

CI 9 Curves and Earthwork F & P

Curriculum: I *Preparation: *CI-7*
Third year, first semester *Six hours per week*

The work is a continuation of Curves and Earthwork CI 7. Methods of computing excavation and embankment, including the use of tables, are studied in detail. Further study is devoted to the effect of haul, and the use of the mass diagram in the determination of the final location. The economics of highway and railroad location are considered.

Mr. Baird.

CI 10 Curves and Earthwork F & P

Curriculum: I *Preparation: CI-9*
Third year, second semester *Six hours per week*

This course consists of field work in connection with Curves and Earthwork F. & P. CI 9. The final location and profile of the railroad line is plotted. A mass diagram is drawn for the earthwork, and a final computation of cost is made. The line is cross-sectioned and slope-staked.

Mr. Baird.

CI 12 Hydraulics

Curriculums: I, II, V *Preparation: ME 21*
Third year, second semester *Three hours per week*

The course, which opens with the laws of hydrostatics, treats of gages, and the amount and points of application of the center of pressures on submerged surfaces. The laws of hydrokinetics, including those of the flow of liquids through orifices, short tubes, weirs, pipe lines, and open channels are studied with particular reference to Bernoulli's theorem. The principles of hydrodynamics are taken up. A short practical study is made of types of hydraulic apparatus including the current meter, Venturi meter, pumps and turbines.

Professor Alcott.

CI 13 Materials

Curriculums: I, II, V *Preparation: *ME 21*
Third year, first semester *Two hours per week*

A detailed study is made of the methods of manufacturing, properties, and uses of materials used in engineering work, such as: iron, steel, lime, cement, concrete, brick, wood, and stone. Methods of testing and strength of various materials used by the engineer are also taken up. Each student is required to prepare a paper on some subject of especial importance which is assigned by the instructor.

Mr. Alexander.

CI 14 Geology

Curriculum: I *Preparation: CH 2*
Third year, second semester *Two hours per week*

This is a study of earth movements and the various terrestrial applications of solar energy. The more important geological processes, erosion, sedimentation, deformation, and eruption are taken up and discussed. The latter part of the course is devoted to lectures on the broader structural features of the earth's crust and the application of the principles of structural geology to practical engineering problems.

Professor Alvord.

CI 15 Theory of Structures

Curriculum: I *Preparation: ME 22*
Fourth year, first semester *Three hours per week*

The course comprises class and drawing-room work in studying the loads, reactions, shears, and moments acting upon structures of various kinds, such as roofs and bridges. A thorough study is also made of the various functions of the influence line, the methods used to determine the position of moving loads to produce maximum shears and moments on bridges, and the design of beams.

Professor GRAMSTORFF.

CI 16 Theory of Structures

Curriculum: I *Preparation: CI-15*
Fourth year, second semester *Four hours per week*

The computation and design of structures of wood and steel by analytical and graphical methods are studied. The subjects considered are plate girders, roof and bridge trusses without secondary systems.

Professor GRAMSTORFF.

CI 17 Structural Drawing

Curriculum: I *Pre-requisite: D 1-2*
Fourth year, first semester *Three hours per week*

This course consists of the drawing of standard sections of structural steel shapes and connections, and the preparation of drawings representing elementary structural details. The course is designed to familiarize the student with the drawing, dimensioning, and detailing of structural parts.

Professor GRAMSTORFF.

CI 18 Structural Drawing

Curriculum: I *Preparation: CI-17, ME-23*
Fourth year, second semester *Three hours per week*

This is a continuation of Structural Drawing CI 17, but covering the designing and detailing of riveted connections. Short problems in design, typical of those met with in practice are analyzed.

Professor GRAMSTORFF.

CI 19 Highway Engineering

Curriculum: I *Preparation: CI-8*
Fourth year, first semester *Two hours per week*

In this course are taken up the location, construction, and maintenance of roads, street design, and street drainage; sidewalks; pavement foundations; and the construction, cost and maintenance of the various kinds of roads and pavements, including asphalt, brick, stone-block, wood-block, macadam (both water bound and bituminous), bituminous concrete, Portland Cement concrete, gravel and earth. Special consideration is given to the modern concrete road.

Professor Ingalls.

CI 20 Highway Engineering

Curriculum: I *Preparation: CI-19*
Fourth year, second semester *Three hours per week*

This course is a continuation of CI 16. Special consideration is given to many aspects of modern road design and construction. A review is made of recent research projects in highway transport and engineering. The economics of highway improvements and of highway transportation are studied. Consideration is given to the administration and financing of such projects.

Professor Ingalls.

CI 21 Sanitary Engineering

Curriculum: I *Pre-requisite: CI-12*
Fourth year, first semester *Three hours per week*

The course consists of lectures and problem work in Water Supply and Sewerage Disposal. Stress is placed on fundamental principles rather than on detailed applications. The most recent developments in this field will receive special consideration. Topics include design of water supply systems, methods of purification, layout of sewerage systems for both storm and domestic wastes, and discussion of disposal methods.

Professor Alcott.

CI 22 Advanced Surveying

Curriculum: I *Pre-requisite: CI-4*
Fourth year, second semester *Three hours per week*

The course covers the theory and use of the sextant and transit in simple astronomical surveying problems. It also includes aerial surveying and map projection. Computations in geodetic triangulation are made including the conversion of geodetic to rectangular co-ordinates.

Professor Alvord.

CI 23 Engineering Structures

Curriculum: I *Pre-requisite: CI-16*
Fifth year, first semester *Four hours per week*

The work begins with the design of bridge trusses having secondary web systems — including Baltimore and Pettit trusses — and trusses with multiple web systems, lateral and portal bracing, transverse bents, viaduct towers and cantilever bridges. A study is also made of the design of columns, tension members, pin and riveted truss joints.

Professor Alvord.

CI 24 Engineering Structures

Curriculum: I *Preparation: CI-23*
Fifth year, second semester *Four hours per week*

The deflection of steel structures is studied together with the theorem of Least Work. The solution of statically indeterminate problems of the "Three Moment" type is made by algebraic and graphical methods.

Professor Alvord.

CI 25-26 Concrete

Curriculum: I *Pre-requisite: ME-23*
Fifth year, both semesters *Two hours per week*

Concrete as a material of construction is studied in detail, and the principles of reinforced concrete design are learned. Computations and designs are made of flat slabs, T beams, columns, footings, retaining walls, and arches.

Professor Alvord.

CI 27-28 Concrete Design

Curriculum: I **Preparation: CI-25-26*
Fifth year, both semesters *Three hours per week*

This course consists of detailing and making of complete working drawings of the concrete structures designed in Concrete CI 25-26.

Professor Alvord.

CI 29 Structural Design

Curriculum: I *Pre-requisite: CI-18*
Fifth year, first semester **Preparation: CI-23*
Six hours per week

The work consists of designing and detailing of structures using the theory learned in Engineering Structures CI 23. Complete working drawings are ordinarily made of some structure of the type of a single track plate girder railroad bridge.

Professor Gramstorff.

CI 30 Structural Design

Curriculum: I *Preparation: CI-29*
Fifth year, second semester *Six hours per week*

Additional work is undertaken in the design and detailing of a simple structure such as a riveted truss, highway or railroad bridge.

Professor Gramstorff.

CI 31 Foundations

Curriculum: I *Preparation: CI-16, CI-13*
Fifth year first semester *Two hours per week*

The subjects treated are pile formations — including those of timber and concrete — sheet piles, coffer-dams, box and open caissons, penumatic caissons, pier foundations in open wells, bridge piers, and abutments.

Professor Gramstorff.

* Preparation courses marked with asterisk and the advanced course may be carried simultaneously.

Curriculum II—Mechanical Engineering

First Year

	FIRST SEMESTER	Hours per week Cl	Hours per week Out		SECOND SEMESTER	Hours per week Cl	Hours per week Out
E 1-2	English I	3	5	E 1-2	English I	3	5
M 1	Algebra	3	5	M 4	Analytic Geometry	5	9
M 3	Trigonometry	2	4	CH 2	Chemistry	4	6
D 1-2	Graphics	6	3	D 1-2	Graphics	6	3
P 1	Physics I	3	5	P 2	Physics I	3	5
U 1-2	Physical Training	2	0	U 1-2	Physical Training	2	0
U 3	Hygiene	2	2				
CI 1	Surveying	2	2				
		23	26			23	28

Second Year

		Cl	Out			Cl	Out
E 3-4	English II	3	5	E 3-4	English II	3	5
M 5	Differential Calculus	4	6	M 6	Integral Calculus	4	6
P 3	Physics II	3	5	P 4	Physics II	3	5
P 5	Physics Laboratory	2	2	P 6	Physics Laboratory	2	2
EL 3	Applied Electricity	4	6	ME 20	Applied Mechanics	4	6
D 3-4	Machine Drawing	3	0	D 3-4	Machine Drawing	3	3
ME 11	Production Processes	3	3				
		22	27			19	27

Third Year

		Cl	Out			Cl	Out
Ec 21-22	Economics	3	4	Ec 21-22	Economics	3	4
ME 21	Applied Mechanics	4	6	ME 22	Strength of Materials	4	6
D 7-8	Mechanism	4	4	D 7-8	Mechanism	4	4
EL 5	Electrical Machinery	2	2	ME 14	Mech. of Machines	3	3
EL 7	Elec. Mach'y Lab.	2	2	CI 12	Hydraulics	3	6
ME 13	Production Eng.	3	3	ME 30	Thermodynamics	3	6
CI 13	Materials	2	4				
		20	25			20	29

Fourth Year

		Cl	Out			Cl	Out
S 1-2	Psychology	3	4	S 1-2	Psychology	3	4
U 5-6	Engineering Conf.	2	1	U 5-6	Engineering Conf.	2	1
ME 23	Strength of Materials	4	6	ME 42	Heat and Ventilation	3	6
ME 41	Power Plant Equip.	4	6	ME 50	Machine Design	6	3
ME 31	Heat Engineering	3	6	ME 32	Heat Engineering	3	6
ME 61	Engineering Lab.	3	3	ME 62	Engineering Lab.	4	6
		19	26			21	26

Fifth Year

		Cl	Out			Cl	Out
S 3-4	Sociology	3	4	S 3-4	Sociology	3	4
U 7-8	Engineering Conf.	2	1	U 7-8	Engineering Conf.	2	1
ME 51	Machine Design	6	3	ME 52	Machine Design	6	3
ME 15	Industrial Plants	6	3	ME 16	Industrial Plants	6	3
ME 63	Engineering Lab.	4	6	ME 44	Power Plant Eng.	4	6
ME 33	Refrigeration	3	6	ME 34	Steam Turbines	3	6
	Thesis	1	6		Thesis	1	6
		25	29			25	29

Department of Mechanical Engineering

PROFESSOR JOSEPH W. ZELLER, *Chairman*

The technical courses of the Mechanical Engineering Curriculum are designed to give the student a broad foundation in those fundamental subjects which form the basis for all professional engineering practice, and especially to equip the young engineer with a knowledge of the various phases of Mechanical Engineering. The curriculum embraces instruction by textbook, lecture, laboratory, drafting and designing room practice, with special reference to the following branches: applied mechanics, heat engineering, hydraulic engineering, applied electricity, machine design, and experimental engineering.

Along with the theoretical work, there runs a well planned laboratory course which is expected to develop the student's initiative and instill accuracy. The students perform the tests themselves on the machines such as engines, compressors, pumps, and other power plant equipment, and make reports on the results obtained.

The following table sets forth the prerequisite courses of this department, together with the advanced courses for which they are pre-requisite. Pre-requisite courses must be completed before the advanced courses based upon them may be taken. Advanced courses are tabulated at the left, their pre-requisite to the right.

ADVANCED COURSES		PRE-REQUISITE COURSES	
		Second Year	
M 5	Differential calculus	M 1	Algebra, M 4 Analytic Geometry
ME 20	Applied Mechanics	P 3	Physics II
		Third Year	
ME 22	Strength of Materials	ME 20	Applied Mechanics
EL 5	Electrical Machinery	EL 3	Applied Electricity
ME 13	Production Engineering	ME 11	Production Processes
		Fourth Year	
ME 23	Strength of Materials	ME 22	Strength of Materials
ME 31	Heat Engineering	ME 30	Thermodynamics
		Fifth Year	
ME 51	Machine Design	ME 23	Strength of Materials
ME 15	Industrial Plants	ME 23	Strength of Materials
ME 44	Power Plant Engineering	ME 32	Heat Engineering
		ME 41	Power Plant Equipment

ME 11 Production Processes

Curriculums: II, V
Second year, first semester *Three hours per week*

This is a descriptive course in which the methods employed in foundry work and shop practice, including the wood working and machine shop, are studied.

The work will be composed largely of demonstrations by the instructor covering the principles of molding for the purpose of showing the reasons for draft and the special features of pattern construction. The names and characteristics of materials, equipment and machines used in the foundry will be taken up in detail, and the methods of tempering sand and making simple green sand molds explained.

The construction, operation and the uses of the various machine tools such as the lathe, boring mill, milling machine, drill press, grinder, planer, gear cutter, and shaper will be explained by lectures and demonstrations.

Mr. Alexander.

ME 13 Production Engineering

Curriculums: II, V *Pre-requisite: ME-11*
Third year, first semester *Three hours per week*

This course is a continuation of ME-11 Production Processes. It treats of more advanced work in the production field, such as tempering; forging, both hand and machine; and heat treating. A study is made of the sequence of machine operations in machining typical jobs.

The course is conducted through lectures, the showing of slides, and demonstrations in the school shop.

Mr. Alexander.

ME 14 Mechanism of Machines

Curriculum: II *Preparation: D 7-8*
Third year, second semester *Three hours per week*

This course is designed to supplement the work in pure mechanism as covered in the course in Mechanism D 7-8. The application of mechanisms to actual machines will be considered, so that the student may have a knowledge of a series of practical mechanisms adapted to carrying out special purposes and so that he may thereby increase his ability to analyze the action of other machines. During the course the student is required to solve a number of problems in which the principles discussed are applied to various machine tools.

Professor Stearns.

ME 15 Industrial Plants

Curriculums: II and V *Pre-requisites: ME-23*
Fifth year, first semester *Six hours per week*

The principles involved in the erection, installation, and management of an industrial plant are studied in this course. Various types of structures are described, with attention to such details as foundations, walls, columns, floors, windows, and so forth; and the calculations and layout for a typical mill are discussed. This material is followed by a problem on the calculation and layout of a machine shop, including power requirements and placement of machines, with special consideration to the best conditions for maximum production and the most effective routing of a given product.

Professor STEARNS.

ME 16 Industrial Plants

Curriculums: II and V *Preparation: ME-15*
Fifth year, second semester *Six hours per week*

This course, a continuation of ME-15, includes a design problem on the calculation and layout of a power plant. Sizes of equipment, costs of power generation, and various operating practices are discussed and worked out. The later problems of the course have to do with the layout of the power plant previously figured.

Professor STEARNS.

ME 20 Applied Mechanics (Statics)

Curriculums: All *Pre-requisite: P-3*
Second year, second semester *Four hours per week*

The subjects treated are: Collinear, parallel, concurrent, and non-concurrent force systems in a plane and in space; the determination of the resultant of such systems by both algebraic and graphical means, special emphasis being placed on the funicular polygon method for coplanar force systems; the forces required to produce equilibrium in such systems; first moments; and problems involving static friction, such as the inclined plane and the wedge.

Professor FERRETTI, Professor WHITTAKER and Mr. BAIRD.

ME 21 Applied Mechanics (Kinetics)

Curriculums: All *Preparation: ME-20, M-6*
Third year, first semester *Four hours per week*

The subjects treated are: continuation of first moments as applied to varying intensity of force and to the determination of center of gravities of areas and solids; second moments and the application to the determination of moment of inertia of plane and solid figures, radius of gyration, polar moment of inertia; product of inertia principle axes, uniform motion, uniformly accelerated motion, variable accelerated motion, harmonic motion, simple pendulum, rotation, work, energy, momentum and impact.

Professor Ferretti, Professor Whittaker and Mr. Baird.

ME 22 Strength of Materials

Curriculums: I, II and V — *Pre-requisite: ME-20*
Preparation: M-6, ME-21
Third year, second semester — *Four hours per week*

The topics covered in this course are physical properties of materials and stresses in thin hollow cylinders; riveted connections, and beams.

Professor Gramstorff.

ME 23 Strength of Materials

Curriculums: I, II and V — *Pre-requisite: ME-22*
Fourth year, first semester — *Four hours per week*

This is a continuation of ME-22 covering analysis of stress, deflection of beams, combined stresses, columns, and shafting.

Professor Gramstorff.

ME 24 Strength of Materials

Curriculums: III and IV — *Pre-requisite: ME-20*
Preparation: M-6, ME-21
Third year, second semester — *Four hours per week*

This course is similar to Strength of Materials ME-22 with the addition of column action.

Professor Gramstorff.

ME 30 Thermodynamics

Curriculums: II and IV — *Preparation: M-6, P-4*
Third year, second semester — *Three hours per week*

In this introductory course in the fundamentals of thermodynamics the following subjects are discussed: General theory of heat and matter; first and second laws of thermodynamics; equations of state; fundamental equations of thermodynamics; laws of perfect gases; properties of vapors including development and use of tables and charts; thermodynamic processes of gases, and saturated and superheated vapors; and the general equations for the flow of fluids.

Professor Ferretti.

ME 31 Heat Engineering

Curriculum: II — *Pre-requisite: ME-30*
Fourth year, first semester — *Three hours per week*

This course in the application of the principles of thermodynamics of engineering problems includes a discussion of the vapor engine, — the Rankine, reheating, regenerative, and binary vapor cycles, and horse power and efficiency calculations; a discussion of the principles of heat transfer, — conduction, radiation, and convection effects for steady flow conditions; and a discussion of air compression, — single and multiple stage, and volumetric efficiency.

Professor FERRETTI.

ME 32 Heat Engineering

Curriculum: II — *Preparation: ME-31*
Fourth year, second semester — *Three hours per week*

This course is a continuation of ME-31. The subjects under discussion are fuels and combustion; heat balance of a boiler plant; hot air and internal combustion engine cycles, and so forth.

Professor FERRETTI.

ME 33 Refrigeration

Curriculum: II — *Preparation: ME-31*
Fifth year, first semester — *Three hours per week*

This course consists in a detailed discussion of the theory and equipment of refrigeration. It includes a study of the properties of various refrigerants, the vapor compression and absorption machines, heat transfer through walls and apparatus, and some of the principal applications, such as ice making.

Professor FERRETTI.

ME 34 Steam Turbines

Curriculum: II — *Preparation: ME-31*
Fifth year, second semester — *Three hours per week*

A study is first made of the flow of steam through nozzles, dynamic action of jets on moving blades, and other elements in the design of a steam turbine. This material is followed by a consideration of the various types of turbines, their governing mechanisms, condensing equipment, and other constructional details.

Professor FERRETTI.

ME 35 Heat Engineering

Curriculum: I *Preparation: P-4*
Third year, first semester *Three hours per week*

This is a short course covering the elements of thermodynamics and affording a general discussion of modern power plant equipment. Some typical calculations are made in regard to apparatus, but the course is mainly descriptive.

Professor Ferretti.

ME 37 Heat Engineering

Curriculums: III and V *Preparation: P-4*
Fourth year, first semester *Three hours per week*

This course consists in a discussion of the various apparatus used in modern power plants, such as boilers, engines, turbines, and auxiliary equipment used in connection with the operation of a power house. The aim of the course is to familiarize the student with the theory and application of prime movers, having fuels as the basis of power for electrical generation.

Professor Stearns.

ME 38 Heat Engineering

Curriculums: III and V *Pre-requisite: ME-37*
Fourth year, second semester *Three hours per week*

This course is a continuation of Heat Engineering ME-37, with a further discussion of equipment used in power plants.

Professor Stearns.

ME 41 Power Plant Equipment

Curriculum: II
Fourth year, first semester *Four hours per week*

The course is largely a description of the many appliances used in modern power plants. There is also taken up a discussion of boilers and boiler accessories, ash and coal handling systems, the various types of engines — gas engines and turbines — with their valve gears and governing devices, condensers, feed-water heaters, pumps, etc.

Professor Zeller.

ME 42 Heating and Ventilation

Curriculum: II
Fourth year, second semester *Three hours per week*

The most important methods of heating and ventilating various types of buildings are studied in this course. The principles of heat transfer and air flow are reviewed, and the application of them in the various systems is brought out through lectures and problems.

Professor STEARNS.

ME 44 Power Plant Engineering

Curriculum: II *Pre-requisite: ME-32, ME-41*
Fifth year, second semester *Four hours per week*

This course consists of topics and problems chosen largely from engineering practice selected to convey to the engineering students a firm grasp of fundamental principles and engineering methods of attacking and analyzing problems in power plant, not only from the point of view of scientific theory, but also with due consideration of the limitations imposed by practice and by costs. Efficiency and operation costs of different types of plants such as steam, hydro-electric, and Diesel engines are also carefully studied to determine the type of plant best suited for the conditions and location involved.

Professor ZELLER.

ME 50 Machine Design

Curriculum: II **Preparation: ME-22, ME-23*
Fourth year, second semester *Six hours per week*

This is an application of the principles studied in Applied Mechanics. The problem work of the course consists mainly in the design of a steam boiler as the stresses for such a design are known to a great degree of certainty, and the materials of construction are very reliable.

Professor FERRETTI.

ME 51 Machine Design

Curriculum: II *Pre-requisite: ME-23*
Preparation: ME-50
Fifth year, first semester *Six hours per week*

Further practice is given the student in the application of theoretical principles previously studied, and at the same time he becomes familiar with the many practical details which must be considered in design work. The problems taken up in the early part of the course are of a static nature, while the later problems involve dynamical stresses. The problems vary from year to year, but the following are typical of the designs taken up: hydraulic press, arbor press, hydraulic flanging clamp, crane, air compressor, punch and shear, stone-crusher, etc.

In each design, the construction details are carefully considered, with special attention to methods of manufacture, provision for wear, lubrication, etc. The work is based on rational rather than empirical methods, the student being required to make all calculations for determining the sizes of the various parts and all necessary working drawings.

Professor ZELLER.

ME 52 Machine Design

Curriculum: II *Preparation: ME-51*
Fifth year, second semester *Six hours per week*

This course comprises a continuation of Machine Design ME 51 with special reference to designs involving dynamical stresses. A thorough discussion of the principles and methods of lubrication forms a part of the course.

Professor Zeller.

ME 61 Engineering Laboratory

Curriculum: II *Preparation: ME-30, *ME-31*
Fourth year, first semester *Three hours per week*

This course comprises a preliminary series of experiments upon various apparatus used in modern power plants, to illustrate under actual conditions the principles developed in *Thermodynamics* ME-30. These exercises are a preparation for more complete tests to be run during the following semester.

The knowledge they have gained in the classroom, the students here apply in actual tests, and make a complete report of the experiments, including methods of testing and calculations. The following experiments are illustrative of the type of work taken up: Calibration of gages, indicator practice, plain slide valve setting, test on steam calorimeters, flow of steam through orifice, steam injector test, weir calibration, and tests on friction of drives.

Professor Stearns, Mr. Alexander, and Assistants.

ME 62 Engineering Laboratory

Curriculum: II *Preparation: ME-61, *ME-32*
Fourth year, second semester *Four hours per week*

This course consists of a series of tests on various types of power plant equipment, more complete than those made in ME-61. Among the pieces of apparatus tested are the following: Steam engine, gasoline engine, air compressor, triplex power pump, steam pulsometer, rotary power pump, Pelton water wheel, centrifugal pumps, Ford gasoline engine, Warren steam pump, and steam turbine. Experiments are also made in flow of water measurements and flow of air.

A complete report is made on each test, describing the machine tested, explaining how the test is made, and giving the results, in accordance with the A. S. M. E. Power Test Codes.

Professor Stearns, Mr. Alexander, and Assistants.

ME 63 Engineering Laboratory

Curriculum: II *Preparation: ME-62, ME-33*
Fifth year, first semester *Three hours per week*

This is a continuation of course ME-62, to which it is generally similar. Some further experiments are made in the testing of materials, such as compressive, tensile, and bending tests. A boiler test of from ten to twenty-four hours' duration is made to determine the performance and efficiency of the boilers in the power plant; and oils and coals are tested in the Laboratory to determine their characteristics and calorific values.

Professor STEARNS, Mr. ALEXANDER, and ASSISTANTS.

ME 65 Mechanical Laboratory

Curriculum: III	*Preparation: ME-37, ME-38*
Fifth year, first semester	*Two hours per week*

This course is a condensation of courses in Engineering Laboratory ME-61 and ME-62, including some of the experiments mentioned in both courses. The work proceeds along the same general lines.

Professor STEARNS, Mr. ALEXANDER, and ASSISTANTS.

ME 66 Mechanical Laboratory

Curriculum: III	*Preparation: ME-37, ME-38*
Fifth year, second semester	*Two hours per week*

This is a continuation of course ME-65, with other tests on power plant equipment. The principles discussed in Heat Engineering ME-37 and ME-38 are here applied to actual conditions of operation.

Professor STEARNS, Mr. ALEXANDER, and ASSISTANTS.

ME 68 Engineering Laboratory

Curriculum: V	*Preparation: ME-37, ME-38*
Fourth year, second semester	*Four hours per week*

This course is a condensation of courses in Engineering Laboratory ME-61 and ME-62, and is similar in method and content to course ME-65 and ME-66.

Mr. ALEXANDER.

ME 70 Testing Materials Laboratory

Curriculums: I and V	*Preparation: ME-23*
Fourth year, second semester	*Two hours per week*

The work of this course is carried out by the students, under direction by faculty members. It includes tests to determine the elongation, reduction of areas, modulus of elasticity, yield point, and ultimate compressive strength of metals such as steel, cast iron, copper, and brass; compressive tests on timber and concrete; and tests to determine the deflection, modulus of elasticity, elastic limit, and ultimate transverse strength of steel and wooden beams subject to transverse load.

Mr. ALEXANDER.

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* Preparation courses marked with asterisk and the advanced course may be carried simultaneously.

Curriculum III—Electrical Engineering

First Year

FIRST SEMESTER		Hours per week		SECOND SEMESTER		Hours per week	
		Cl	Out			Cl	Out
E 1-2	English I	3	5	E 1-2	English I	3	5
M 1	Algebra	3	5	M 4	Analytic Geometry	5	9
M 3	Trigonometry	2	4	CH 2	Chemistry	4	6
D 1-2	Graphics	6	3	D 1-2	Graphics	6	3
P 1	Physics I	3	5	P 2	Physics I	3	5
U 1-2	Physical Training	2	0	U 1-2	Physical Training	2	0
U 3	Hygiene	2	2				
CI 1	Surveying	2	2				
		23	26			23	28

Second Year

E 3-4	English II	3	5	E 3-4	English II	3	5
M 5	Differential Calculus	4	6	M 6	Integral Calculus	4	6
P 3	Physics II	3	5	P 4	Physics II	3	5
P 5	Physics Laboratory	2	2	P 6	Physics Laboratory	2	2
D 5-6	Eng. Drawing	3	0	D 5-6	Eng. Drawing	3	0
EL 1	Electrical Eng. I	4	6	ME 20	Applied Mechanics	4	6
				EL 2	D. C. Machinery	3	3
		19	24			22	27

Third Year

Ec 21-22	Economics	3	4	Ec 21-22	Economics	3	4
ME 21	Applied Mechanics	4	6	ME 24	Strength of Materials	4	6
EL 9-10	Electrical Eng. II	3	6	EL 9-10	Electrical Eng. II	3	6
EL 11-12	Electrical Eng. Lab.	3	2	EL 11-12	Electrical Eng. Lab.	3	3
EL 13-14	Elec. Measurements	3	5	EL 13-14	Elec. Measurements	3	5
M 7	Differential Equat'ns	4	6	EL 16	Elec. Meas. Lab.	3	3
		20	29			19	27

Fourth Year

S 1-2	Psychology	3	4	S 1-2	Psychology	3	4
U 5-6	Engineering Conf.	2	1	U 5-6	Engineering Conf.	2	1
ME 37	Heat Engineering	3	6	ME 38	Heat Engineering	3	6
EL 17-18	Elec. Eng. III	3	6	EL 17-18	Elec. Eng. III	3	6
EL 19-20	Elec. Testing Lab.	5	3	EL 19-20	Elec. Testing Lab.	5	3
EL 21-22	Electrophysics	3	4	EL 21-22	Electrophysics	3	4
EL 23	Standardizing Lab.	3	3				
		22	27			19	24

Fifth Year

S 3-4	Sociology	3	4	S 3-4	Sociology	3	4
U 7-8	Engineering Conf.	2	1	U 7-8	Engineering Conf.	2	1
EL 25-26	Elec. Eng. IV	4	8	EL 25-26	Elec. Eng. IV	4	8
EL 27-28	A.C.Machinery Lab.	5	3	EL 27-28	A.C.Machinery Lab.	5	3
EL 29	Elec. Eng. V. A.	4	6	EL 30	Elec. Eng. V. B.	4	6
ME 65	Mechanical Lab.	2	2	ME 66	Mechanical Lab.	2	2
	Thesis	1	6		Thesis	1	6
		21	30			21	30

Department of Electrical Engineering

Professor William Lincoln Smith, *Chairman*

Probably none of the branches of scientific knowledge has been so markedly modified during the past decade as that relating to Electrical Engineering, nor has any other exerted such a profound influence upon the scientific thought of the period. "A science, like a plant, grows in the main by a process of infinitesimal accretion. Its theory is built like a cathedral through the addition by many builders of many different elements, and this is pre-eminently true of electrical theory." It is absolutely essential that the electrical engineer who hopes to make a success of his work should be able to grasp readily and absorb effectively the meaning and content of the many scientific memoirs recording the results of research bearing upon and directly influencing his chosen branch of engineering.

He must have a thorough appreciation of physical theory, a clear understanding of chemical principles, and a broad working knowledge of mathematics. It is essential that each student planning to take this curriculum should realize the fundamental necessity of obtaining a solid grounding in these three subjects upon which the success of his future work will definitely hinge.

The following table sets forth the pre-requisite courses of this department, together with the advanced courses for which they are pre-requisite. Pre-requisite courses must be completed before the advanced courses based upon them may be taken. Advanced courses are tabulated at the left, their pre-requisite to the right.

Advanced Courses	Pre-requisite Courses
Second Year	
M 5 Differential Calculus	M 1 Algebra, M 4 Analytic Geometry
ME 20 Applied Mechanics	P 3 Physics II
Third Year	
ME 24 Strength of Materials	ME 20 Applied Mechanics
EL 9-10 Electrical Engineering II	EL 1 Electrical Engineering I
M 7 Differential Equations	M 6 Integral Calculus
Fourth Year	
ME 38 Heat Engineering	ME 37 Heat Engineering
EL 17-18 Electrical Engineering III	M 6 Integral Calculus
EL 21-22 Electrophysics	M 7 Differential Calculus
Fifth Year	
EI 25-26 Electrical Engineering IV	EL 17-18 Electrical Engineering III
EL 29 Electrical Engineering V A	EL 21-22 Electrophysics

EL 1 Electrical Engineering I

Curriculum: III
Second year, first semester *Four hours per week*

This is the first technical course in the Electrical Work of Curriculum III. Based upon the knowledge of the elementary principles of electricity and magnetism obtained in course P-1 it discusses the nature of electromotive force and current and their dimensions, resistance of conductors in detail, Kirschoff's Laws as applied to simple net works and distribution systems, electrolytic conduction, capacity and condensers, magnetic phenomena produced by electric currents and finally induced E. M. F. and currents. The treatment is thoroughly quantitative and exact computation of the many problems insisted on.

Professor Smith, Mr. Cleveland.

EL 2 D. C. Machinery

Curriculum: III *Preparation: EL-1*
Second year, second semester *Three hours per week*

Assuming the equation for induced electromotive force ($E = Blv10^{-8}$), the fundamental theory of the direct current machine is developed and its application to the various types of generators and motors developed. The winding of armatures, commutation and armature reaction and its compensation are discussed and the operating characteristics of the different machines studied.

Professor Muckenhoupt.

EL 3 Applied Electricity

Curriculums: I, II, IV, and V *Preparation: P-2*
Second year, first semester *Four hours per week*

This course gives to the non-electrical students those elements of modern electrical theory which seem most useful in view of the problems which these students are likely to meet in later professional practice. Lectures and problem work are given on direct current and on alternating current theory, on motors, and on some special applications of interest to the different groups. Allowance is made for the fact that the non-electrical engineer rarely copes with electrical design, but frequently with application, and that his interest is in a broad understanding of this field.

Professor Muckenhoupt, Professor Richards, and Mr. LaBree.

EL 5 Electrical Machinery

Curriculum: II — *Pre-requisite: EL-3*
Third year, first semester — *Two hours per week*

This course is concerned with the theory and application of the electrical equipment most often met by practising engineers. Descriptions of the parts of the machines, their operating characteristics and of their special fields of usefulness are extended chiefly over shunt, series and compound direct current motors and generators, alternators, transformers, synchronous and induction motors. Consideration is given to auxiliary apparatus insofar as necessary to a good understanding of the functioning of the machinery as a whole.

Professor MUCKENHOUPT.

EL 7 Electrical Machinery Laboratory

Curriculum: II — *Preparation: *EL-5*
Third year, first semester — *Two hours per week*

This course is given parallel to EL-5 and consists of demonstrations, and tests by the students in the laboratory. Tests are made on various direct and alternating current machines. The object is to give the students facility in connecting and operating the machines as well as to observe in actual practice the characteristics studied in EL-5. Outside reports are required to be written up for each experiment.

Mr. LA BREE.

EL 9-10 Electrical Engineering II

Curriculum: III — *Preparation: *M-7*
Pre-requisite: EL-1
Third year, both semesters — *Three hours per week*

The first semester of this course deals with electrostatic phenomena, forces and fields and the general consideration of electric potential, also the similar study of the magnetic field and phenomena the discussion being based on selected portions of Bennett's electrodynamics for engineers. In the second semester the subject of variable currents is taken up involving the solutions of the differential equations giving the growth and decay of current in inductive, condensive and the general circuit under constant and sinusoidal electromotive forces and when short circuited with steady state currents flowing.

Professor SMITH.

EL 11-12 Electrical Engineering Laboratory

Curriculum: III — *Preparation: EL-2*
Third year, both semesters — *Three hours per week*

This is a laboratory course intended to develop a thorough understanding of the operating characteristics of the individual machines studied in course EL-2, including parallel operation of shunt and compound generators and the three-wire generator. As it is also the purpose of this course to inculcate correct methods of work and preparation of preliminary and final reports, no definite number of experiments is required but the utmost emphasis is placed upon the quality of the data and style and content of the completed reports.

Professor Murkenhoupt, Mr. La Bree.

EL 13-14 Electrical Measurements

Curriculum: III	*Preparation: EI-9-10, M-5*
Third year, both semesters	*Three hours per week*

A brief discussion of measurements in general and electrical measurements in particular, in which a review of the electrical units and their definitions has a part, is taken up. Resistance devices, galvanometers, ammeters, and voltmeters are next discussed, the treatment of other instruments being taken up later in connection with their uses. This is followed by a detailed discussion of the methods of measuring the various electrical quantities — resistance, resistivity, conductivity, current, electromotive force, capacitance, inductance, magnetic induction, permeability, hysteresis loss, energy and power. The student is given a thorough discussion of the construction, theory of operation, method of use, sources of error, etc., of the types of measuring instruments used in commercial work and in the standardizing laboratory.

Professor Porter.

EL 16 Electrical Measurements, Laboratory

Curriculum: III	*Preparation: *EL 13-14*
Third year, second semester	*Three hours per week*

This course consists of a series of experiments emphasizing the principles developed in course EL 13-14. The student becomes familiar with the use of the standard apparatus in use in testing laboratories. Particular stress is laid on the correct use of the apparatus, and precision discussions are required throughout.

The experiments cover such matters as the measurement of resistance by various methods, resistivity, conductivity, electromotive force, current inductance, capacitance, magnetic induction, magnetizing force, hysteresis loss, etc., in cable testing, magnetic testing, wave form determination, and the use of special apparatus.

Thorough training in the principles of precision of measurements is also given, and applied to each experiment performed.

Professor Porter.

EL 17-18 Electrical Engineering III

Curriculum: III | *Pre-requisite: M-6*
Preparation: EL 9-10
Fourth year, both semesters | *Three hours per week*

Lectures, recitations and problem work upon the electro-magnetic and electro-static fields and the theory of alternating currents are taken up. The course covers the consideration of the "steady state," both when we have a pure sine wave and when we have a complex wave. Transients are not considered. The subject is developed principally by the aid of vector algebra, and the student is urged to use the methods of complex quantity to the fullest extent.

Application of the principles developed to all possible combinations of resistance, inductive and condensive reactances in both single and polyphase circuits is given by the working of about two hundred problems involving both analytical and graphical methods.

Professors Smith and Porter.

EL 19-20 Electrical Testing Laboratory

Curriculum: III | *Preparation: EL 11-12, *EL 17-18*
Fourth year, both semesters | *Five hours per week*

The course consists of a series of experiments involving the testing of machines; together with experiments intended to elucidate practically the principles developed in the parallel course on alternating currents, EL 17-18, and also to train the student in the use of the special types of instruments which he will later use in laboratory work upon alternating current machinery.

Illustrative experiments are:

Stray power tests, Prony brake tests, retardation tests, pumping back tests, regulation tests, heat runs, analysis of losses, etc.

Study of A. C. series and parallel circuits, resonant conditions effect of frequency change on circuit constants, power factor measurements, power measurements, etc.

As the course progresses, the student is thrown more and more upon his own resources; a desired result is stated to him, and he is left to plan out his own methods, settle upon the apparatus needed, solve his precision requirements, calibrate the instruments, if necessary, and finally turn in a detailed report covering all phases of the work from its inception.

Professor Muckenhoupt, Mr. La Bree.

EL 21-22 Electrophysics

Curriculum: III | *Pre-requisite: M-7*
Fourth year, both semesters | *Three hours per week*

The first five weeks of the course is given to a discussion of Maxwell's theory the students being referred to the criticism and comments as given by Richtmeyer in his Introduction to Modern Physics after which the considerations leading to the discovery of the electron are discussed and the balance of the year is taken up with the study of the modern theories of electricity, electrical constitution of matter, photo electric phenomena, X-rays, radio activity and quanta.

Professor SMITH.

EL 23 Standardizing Laboratory

Curriculum: III	*Preparation: EL-16*
Fourth year, first semester	*Three hours per week*

This laboratory course is given over to the use of Laboratory and Secondary standards and precision methods as applied to checking resistances, calibration of indicating and integrating instruments of various types.

It involves the use of the potentiometer, Weston laboratory standard instruments; precision model Kelvin Low Resistance & Carey-Foster bridges; Westinghouse portable oscillograph, standard daylight photometer; potential phase shifters and rotating standard.

Testing for characteristics and investigation of the action of three element tubes, tungar rectifier, and Piezo oscillating crystals.

Precision work is insisted on throughout, and while the student is trained to develop speed and quickness of manipulation, this is never at the expense of quality and accuracy of the work.

Professor PORTER.

EL 25-26 Electrical Engineering IV

Curriculum: III	*Pre-requisite: EL 17-18*
Fifth year, both semesters	*Four hours per week*

This is a careful, thorough, and detailed discussion of the construction, theory, operating characteristics, and testing of the various types of alternating current machinery. The first half of the course is equally divided between the transformer and the synchronous generator. In the second half of the course synchronous motors, parallel operation of alternators, synchronous converters, polyphase induction motors, the induction generator, single phase induction motors, and commutating alternating current motors are taken up.

Professor RICHARDS.

EL 27-28 A. C. Machinery Laboratory

Curriculum: III — *Preparation: *EL 25-26*
Fifth year, both semesters — *Five hours per week*

This is a laboratory course to accompany course EL-25-26 in alternating current machinery. The work includes tests on the heating, efficiency, and determination of the characteristics of the various types of alternating-current machinery, such as transformers, generators, and motors. A detailed preliminary study is made of each assigned experiment, involving the theoretical principles, the method of procedure to obtain the required results, and the way in which the results should be worked up. This is embodied in a preliminary report. The student then does the necessary laboratory work to obtain the required data; and finally works up the whole into a detailed final report. The assistance given by the instructor is reduced to a minimum, the initiative and resourcefulness of the student being depended on to the greatest extent.

Professor RICHARDS and ASSISTANT.

EL 29 Electrical Engineering V A

Curriculum: III — *Preparation: EL 17-18*
Pre-requisite: EL 21-22
Fifth year, first semester — *Four hours per week*

This course is designed to give the student a thorough grounding in the theory and application of the various types of electron tubes. It is not a course in radio communication although of course the tubes as used for this purpose are considered. The theory of thermionic emission is developed and used in studying the different characteristics and constants of operation, construction and design of vacuum tubes. This is followed by a discussion of their use in measuring instruments, oscillographs, rectifying and amplifying circuits and so on.

Professor PORTER.

EL 30 Electrical Engineering V B

Curriculum: III — *Preparation: EL-29*
Fifth year, second semester — *Four hours per week*

This course covers the theory of electrical transmission circuits in general. A thorough presentation of hyperbolic trigonometry and complex angles and their functions is followed by the study of the steady state differential equation of the uniform line, the equivalent Pi and T representations, initial transient state, quarter and half wave lines and the fundamental properties of artificial lines and filter circuits.

Professor SMITH.

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* Preparation courses marked with asterisk may be carried simultaneously with the advanced course.

Curriculum IV—Chemical Engineering

First Year

	FIRST SEMESTER	Hours per week Cl	Out		SECOND SEMESTER	Hours per week Cl	Out
E 1-2	English I	3	5	E 1-2	English I	3	5
M 1	Algebra	3	5	M 4	Analytic Geometry	5	9
M 3	Trigonometry	2	4	CH 2	Chemistry	4	6
D 1-2	Graphics	6	3	D 1-2	Graphics	6	3
P 1	Physics I	3	5	P 2	Physics I	3	5
U 1-2	Physical Training	2	0	U 1-2	Physical Training	2	0
U 3	Hygiene	2	2				
CI 1	Surveying	2	2				
		23	26			23	28

Second Year

E 3-4	English II	3	5	E 3-4	English II	3	5
M 5	Differential Calculus	4	6	M 6	Integral Calculus	4	6
P 3	Physics II	3	5	P 4	Physics II	3	5
EL 3	Applied Electricity	4	6	ME 20	Applied Mechanics	4	6
CH 3	Inorganic Chemistry	3	4	CH 10	Qualitative Analysis	3	4
CH 5	Inorganic Chem. Lab.	5	0	CH 12	Qual. Anal. Lab.	6	0
		22	26			23	26

Third Year

Ec 21-22	Economics	3	4	Ec 21-22	Economics	3	4
ME 21	Applied Mechanics	4	6	ME 24	Strength of Materials	4	6
CH 15-16	Quantitative Analysis	4	6	CH 15-16	Quantitative Analysis	2	4
CH 17-18	Quant. Anal. Lab.	5	0	CH 17-18	Quant. Anal. Lab.	9	0
CH 13	Qual. Anal. Lab.	4	0	ME 30	Thermodynamics	3	6
CH 21	Chemical Eng. I	3	6	CH 22	Chemical Eng. II	3	5
		23	22			24	25

Fourth Year

S 1-2	Psychology	3	4	S 1-2	Psychology	3	4
U 5-6	Engineering Conf.	2	1	U 5-6	Engineering Conf.	2	1
CH 31-32	Organic Chemistry	3	4	CH 31-32	Organic Chemistry	3	4
CH 33-34	Organic Chem. Lab.	5	0	CH 33-34	Organic Chem. Lab.	5	0
CH 23-24	Chemical Eng. III	4	6	CH 23-24	Chemical Eng. III	3	5
CH 41	Chemical Eng. Lit.	2	4	CH 42	Physical Chemistry I	3	6
CH 25-26	Industrial Chemistry	2	4	CH 25-26	Industrial Chemistry	2	4
		21	23			21	24

Fifth Year

S 3-4	Sociology	3	4	S 3-4	Sociology	3	4
U 7-8	Engineering Conf.	2	1	U 7-8	Engineering Conf.	2	1
CH 35-36	Organic Chemistry	2	4	CH 35-36	Organic Chemistry	2	4
CH 37-38	Organic Chem. Lab.	3	3	CH 37-38	Organic Chem. Lab.	3	3
CH 27-28	Indus. Chem. Prob.	4	2	CH 27-28	Indus. Chem. Prob.	4	2
CH 43-44	Physical Chem. II	3	6	CH 43-44	Physical Chem. II	3	6
	Thesis	1	6		Thesis	1	6
		18	26			18	26

Department of Chemical Engineering

Professor Samuel A. S. Strahan, *Chairman*

The chemical engineer has been well defined as a "professional man experienced in the design, construction, and operation of plants in which materials undergo chemical and physical change." It is the duty of the chemical engineer to cut the costs, increase production, and improve the quality of the products in the industry.

The chemical engineer must possess a working knowledge of the fundamental sciences, he must understand and know how to work with men, and he must recognize in his work the "correct appraisement of values and costs." In addition, he must possess the ability to apply his knowledge to the development and operation of chemical processes and plants.

It is not be to expected that the pursuit of the Chemical Engineering Curriculum will result in the graduation of a seasoned chemical engineer. The curriculum is designed, rather, to lay a sound foundation and to point out the avenues which lead to a successful career as a chemical engineer.

The curriculum furnishes instruction in the fundamental sciences of chemistry, physics, and mathematics; the elements of electrical and mechanical engineering; and in the basic unit chemical engineering operations, such as heating, evaporating, filtering, distilling, crushing, extracting, drying, etc. Courses of a more liberal nature, such as psychology and sociology, are included with the hope that they will be of benefit to the embryo engineer in his contacts with his fellow workers. Through his familiarity with the best in literature and with the developments of our present social and economic system, he will more thoroughly appreciate his responsibility as a citizen.

The following table sets forth the pre-requisite courses of this department, together with the advanced courses for which they are pre-requisite. Pre-requisite courses must be completed before the advanced courses based upon them may be taken. Advanced courses are tabulated at the left, their pre-requisite to the right.

Advanced Courses	Pre-requisite Courses
Second Year	
M 5 Differential Calculus	M 1 Algebra, M 4 Analytic Geometry
ME 20 Applied Mechanics	P 3 Physics II
Third Year	
ME 24 Strength of Materials	ME 20 Applied Mechanics

CH 2 Chemistry

Curriculums: All
First year, second semester *Four hours per week*

An introductory course not requiring previous knowledge of the subject, and giving a survey of the entire chemical field with some consideration of its background. The course starts with a brief statement of the origin, progress, and present state of developmen of chemistry. This is followed by a consideration of the fundamental principles of the science such as would be contained in any good elementary text on inorganic chemistry. The latter part of the course consists of a study of such topics as — The Relation of Chemistry to Electricity, The Corrosion of Materials, Water for Industrial and Municipal Use, Chemistry and Food, Colloid Chemistry and its Applications, Chemistry and Medicine, and Chemistry in Industry. Two lectures, illustrative when possible, a recitation hour, a quiz, and assigned readings constitute the weekly plan of instruction.

Professor Baker and Mr. Newman.

CH 3 Inorganic Chemistry

Curriculum: IV *Preparation: CH-2*
Second year, first semester *Three hours per week*

This course undertakes a more thorough treatment of the modern developments of Inorganic Chemistry. Such topics as Vapor Pressure, Concentration, Mass-action Law, Dissociation, Chemical and Ionic Equilibria, Solubility Product, Common Ion Effect, Ph Value and Hydrogen Ion Concentration are studied in considerable detail.

It is essential that the student should realize the necessity of obtaining a thorough grounding in these subjects, upon which the success of his future work depends.

Attention is also given to the recent ideas of the atomic structure.

The course is profusely illustrated by chemical calculations based on practical applications.

Professor Strahan.

CH 5 Inorganic Chemistry Laboratory

Curriculum: IV *Preparation: *CH-3*
Second year, first semester *Five hours per week*

The object is to cultivate scientific attitude and habit of thought on the part of the student, and to increase his power of acquiring knowledge. The experiments are planned to illustrate the topics which have been discussed in the lecture room. Careful manipulations, thoroughness in observation, and accuracy in arriving at conclusions are required of each student. In this, as in all subsequent laboratory work, neat and satisfactory notes will be considered an essential part of the work.

Mr. Newman and Assistant.

CH 10 Qualitative Analysis

Curriculum: IV *Preparation: CH-3*
Second year, second semester *Three hours per week*

Analytical determinations supply the fundamental data upon which industrial operations may be successfully carried out.

The essential feature of the course is a system of lectures and recitations carefully co-ordinated with laboratory work, not merely to consider the detection of the common cations and anions, but it involves the application of the theoretical principles relating to hydrolysis, solubility product, ionic equilibrium, amphoteric substances, complex formations, oxidation and reduction, and correct concentrations of substances in solution, as a most efficient means of developing the student's reasoning power and ability to draw logical conclusions from facts.

Attention is given to developing resourcefulness in overcoming difficulties, especially those attendant upon bringing substances into solution.

Professor STRAHAN.

CH 12 Qualitative Anaylsis Laboratory

Curriculum: IV *Preparation: CH-3*
Second year, second semester *Six hours per week*

In this course no attempt is made to perform a large number of experiments illustrating the solubilities of various compounds, but it is limited to those necessary for the development of a series of logically arranged ones which can later be combined to form a complete system of analysis.

The latest developments in qualitative tests are used when desirable and throughout the course assurance is made that the student understands the reactions and theory involved. From time to time unknown solutions and substances are given to the student for analysis thus emphasizing the practical aspects of the work.

Professor McGUIRE and ASSISTANTS.

CH 13 Qualitative Analysis Laboratory

Curriculum: IV *Preparation: CH-12*
Third year, first semester *Four hours per week*

This course, which is similar in purpose to CH-12, includes the reactions and separations of the anions, methods of solution and the actual qualitative analysis of various industrial products, and naturally occurring materials.

Professor McGUIRE.

CH 15-16 Quantitative Analysis

Curriculum: IV
Third year, both semesters

Preparation: CH-3, M-3
Four hours per week first semester
Two hours per week second semester

It is the purpose of this course to give to the student a realization of the scientific development of quantitative methods. Each of the major operations such as weighing, measurement of volumes, titration, filtration, ignition, and combustion, is considered from the standpoint of the theoretical principles involved, and with due consideration of the manipulative technique necessary.

The combination of these operations in typical determinations is next taken up, followed by a critical discussion of common technical methods, including the standard methods for the analysis of ores, steel, fuels, oils, gases, foods, water, fertilizers, etc.

As the correct calculation of analytical results is of no less importance than the actual procedures of analysis, a number of problems forms a very important part of the course.

Professor McGuire.

CH 17-18 Quantitative Analysis Laboratory

Curriculum: IV
Third year, both semesters

*Preparation: CH 5, CH 15-16**
Five hours per week first semester
Nine hours per week second semester

This is a laboratory course intended to illustrate by actual use the various analytical methods considered in CH 15-16. After certain preliminary experiments designed to acquaint the student with the apparatus used; volumetric analysis, including acidimetry and alkalimetry, oxidation, reduction, and precipitation methods are taken up. This is followed by general gravimetric analysis, electrolytic, electrometric, combustion, and optical analysis.

In the latter half of the course actual industrial methods are used so that at its completion the students should be able to perform satisfactorily any ordinary analysis.

Professor McGuire.

CH 21 Chemical Engineering I

Curriculum: IV
Third year, first semester

Preparation: CH-3
CH 15-16 must be taken concurrently
Three hours per week

This is a course in the principles of chemical engineering and is designed as a preparatory course, leading up to the courses in chemical engineering which follow. Particular attention is given to the study of industrial stoichiometry. The English system is used throughout the course, and the calculation of problems involving common basis and molal relationships are included.

Professor Baker.

CH 22 Chemical Engineering II

Curriculum: IV — *Preparation: CH-21*
Third year, second semester — *Three hours per week*

This course includes methods of determining rates of flow and power consumption of fluids flowing through pipe lines. The course differs from the usual course in hydraulics chiefly in the amount of emphasis placed on the flow of gases and oils. Special consideration is given to: Bernoulli's theorem, the venturi meter, the Thomas flow meter, critical velocity, straight line flow, turbulent flow, viscosity, and the effect of temperature change of friction loss.

Professor Baker.

CH 23-24 Chemical Engineering III

Curriculum: IV — *Preparation: CH-21, CH-22*
Fourth year, both semesters — *Four hours per week*

This course consists of a study of the principles underlying the mechanical operations peculiar to the chemical industry. Such unit processes as crushing and grinding, separation, flow of heat, evaporation, distillation, and drying, are considered in detail. Many type problems in chemical engineering are solved during the course.

Professor Baker.

CH 25-26 Industrial Chemistry

Curriculum: IV — *Preparation: CH-3, CH-21*
Fourth year, both semesters — *Two hours per week*

The more important industrial processes are studied with a view to the general chemistry involved and to the various types of apparatus necessary to carry out the chemical reactions. The student is given a broad survey of the field of chemical industry and a knowledge of the relationships of the different industries to one another. Special attention is given to the economics of the chemical industry. Lectures, assigned readings, and reports presented by individual students upon assigned topics are included in the course.

Professor Baker.

CH 27-28 Industrial Chemistry Problems

Curriculum: IV *Preparation: CH 25-26*
Fifth year, both semesters *Four hours per week*

This course includes a consideration of the various problems which arise during the evolution of a chemical plant. The study of the development of a chemical plant is begun with a survey of the literature, continued in the laboratory on experimental and semi-plant scales, and then calculated to a large scale basis. A report is then prepared on the advisability of constructing the chemical plant. Such factors as capital ratio, plant layout, selection and cost of equipment, labor, interest, depreciation, taxes, insurance, and expected financial return, are considered and included in the report as far as possible.

Professor BAKER.

CH 31-32 Organic Chemistry

Curriculum: IV *Preparation: CH 15-16*
Fourth year, both semesters *Three hours per week*

The course includes a study of the general principles and theories of organic chemistry. An attempt is made to present the subject matter from the viewpoint of the close relationship which exists between the various classes of organic compounds.

Considerable emphasis is placed on genetic charts and on synthesis, by which the compound being studied is related to substances already studied.

By this method the student's interest is stimulated and an opportunity is afforded for the student to correlate his knowledge by constructing similar charts based on analogous reactions.

Some of the more important compounds are studied in detail. The industrial application of many of the theoretical principles of the subject are considered in order to acquaint the student with the practical nature of organic chemistry.

Professor STRAHAN.

CH 33-34 Organic Chemistry Laboratory

Curriculum: IV **Preparation: CH 31-32*
Fourth year, both semesters *Five hours per week*

This course consists of a selected number of preparations and includes the more important manipulations designed to teach the student laboratory technique involved in organic work such as; fractional distillation, steam distillation, extraction, crystallization, physical and chemical separations, etc.

These preparations familiarize the student with the general types of chemical changes such as; esterfication, saponification, sulfonation, nitration, diazotization, condensation, and the use of catalyst.

One of the important features of the course is to teach the student a definite method of keeping notes of his laboratory work, recording all detailed reactions, calculations and also the answers to a set of questions on each experiment performed.

Professor Strahan.

CH 35-36 Organic Chemistry

Curriculum: IV — *Preparation: CH 31-32*
Fifth year, both semesters — *Two hours per week*

The early part of the course consists of a review of CH 31-32. Emphasis is placed on chemistry of organic radicals, and unsaturation. The rules of substitution are also studied.

In cases where it seems advisable an attempt is made to correlate the theoretical principles with industrial practice, especially where a given synthesis is the basis of an industrial process.

In a few of the more common industrial organic preparations the amounts of chemicals used, the time, the pressure, the separation of isomers and impurities and the chemical reactions involved are given in exact and minute detail.

The latter part of the course is made a study of the chemistry of the Naphthenes, Terpenes, Alkaloids and their related derivatives.

The student throughout the course will gain a fundamental knowledge of the theory of organic chemistry and at the same time a realization of the direct connection of this theory with its important industrial applications.

Professor Strahan

CH 37-38 Organic Chemistry Laboratory

Curriculum: IV — *Preparation: CH 33-34*
Fifth year, both semesters — *Three hours per week*

A laboratory study of chemical and physical tests in Qualitative Organic Analysis. The tests are studied through the solving by each individual student of seven typical problems involving liquids, solids, liquid mixture, solid mixture, and an industrial compound. A systematic procedure in the examination, separation, identification and preparation of a derivative will be followed. This system makes possible the collection of sufficient data on each problem for a comprehensive written report which is a feature of the course.

One of the chief values of the course will be the placing of the student on his own responsibility. In connection with the course the student is required to spend a large number of hours in the library acquainting himself with Beilstein's and Clark's *Handbooks on Organic Chemistry*, Mulliken's *Examination of Organic Compounds* and other standard reference books.

He will be able to lessen materially the amount of time spent in the laboratory by conscientious and extended study in the library.

Professor Strahan.

CH 41 Chemical Engineering Literature

Curriculum: IV | *Preparation: CH-21*
Fourth year, first semester | *Two hours per week*

This course is intended to acquaint the chemical student with the constantly increasing volume of scientific literature pertaining to the engineering field. While intended primarily as preparatory to thesis work which follows, it furnishes also a very valuable tool for use in later industrial and scientific work.

After a brief outline of the entire field of scientific literature and a description of various methods of library procedure, the various available sources of scientific information are investigated. Original sources such as scientific journals, government publications, patents and manufacturers' catalogs are first considered. A survey of secondary sources follows, including a study of abstracting journals, reviews, bibliographies, handbooks, standard reference books, encyclopedias, etc. A series of individual library problems, in which the student is required to apply the information obtained in the classroom, forms a very important part of the course.

Professor McGuire.

CH 42 Physical Chemistry I

Curriculum: IV | *Preparation: CH 15-16, P-4, M-6*
Fourth year, second semester | *Three hours per week*

This course begins with a complete resume of our present concepts regarding atomic structure and its relation to photochemistry, optical behavior and the periodic system. Following this, atomic and molecular weights, and the properties of gases, liquids, and solids are taken up. Throughout this course, as well as in Physical Chemistry II, which follows, quantitative methods are emphasized and the solving of a number of illustrative problems is required.

Professor McGuire.

CH 43-44 Physical Chemistry II

Curriculum: IV *Preparation: CH-42*
Fifth year, both semesters *Three hours per week*

This course which is similar in character to Physical Chemistry I includes a consideration of the following topics: Non-ionized, ionized, and colloidal solutions, rates of reaction, homogeneous and heterogeneous equilibrium, thermo-chemistry, and electrochemistry. From time to time industrial and technical applications are considered from the standpoint of physical chemistry, but in such a way as not to lose sight of the broad field of the subject.

Professor McGuire.

* Preparation courses marked with asterisk and the advanced course may be carried simultaneously.

Curriculum V—Industrial Engineering

First Year

FIRST SEMESTER		Hours per week Cl	Out	SECOND SEMESTER		Hours per week Cl	Out
E 1-2	English I	3	5	E 1-2	English I	3	5
M 1	Algebra	3	5	M 4	Analytic Geometry	5	9
M 3	Trigonometry	2	4	CH 2	Chemistry	4	6
D 1-2	Graphics	6	3	D 1-2	Graphics	6	3
P 1	Physics I	3	5	P 2	Physics I	3	5
U 1-2	Physical Training	2	0	U 1-2	Physical Training	2	0
U 3	Hygiene	2	2				
CI 1	Surveying	2	2				
		23	26			23	28

Second Year

E 3-4	English II	3	5	E 3-4	English II	3	5
M 5	Differential Calculus	4	6	M 6	Integral Calculus	4	6
P 3	Physics II	3	5	P 4	Physics II	3	5
P 5	Physics Laboratory	2	2	P 6	Physics Laboratory	2	2
EL 3	Applied Electricity	4	6	ME 20	Applied Mechanics	4	6
D 5-6	Eng. Drawing	3	0	D 5-6	Eng. Drawing	3	0
ME 11	Production Processes	3	3	IN 2	Industrial Resources	3	3
		22	27			22	27

Third Year

Ec 21-22	Economics	3	4	Ec 21-22	Economics	3	4
ME 21	Applied Mechanics	4	6	ME 22	Strength of Materials	4	6
AC 21-22	Accounting	3	5	AC 21-22	Accounting	3	5
IN 3	Industrial Inspection	3	2	BU 4	Marketing Principles	3	5
FI 3-4	Business Finance	3	5	FI 3-4	Business Finance	3	5
ME 13	Production Eng.	3	3	CI 12	Hydraulics	3	6
CI 13	Materials	2	4				
		21	29			19	31

Fourth Year

S 1-2	Psychology	3	4	S 1-2	Psychology	3	4
U 5-6	Engineering Conf.	2	1	U 5-6	Engineering Conf.	2	1
ME 23	Strength of Materials	4	6	ME 70	Testing Mater. Lab.	2	2
ME 37	Heat Engineering	3	6	ME 38	Heat Engineering	3	6
IN 5	Transportation	3	6	BU 20	Wage Systems	3	5
BU 5-6	Industrial Mgt.	3	5	BU 5-6	Industrial Mgt.	3	5
				ME 68	Engineering Lab	4	6
		18	28			20	29

Fifth Year

S 3-4	Sociology	3	4	S 3-4	Sociology	3	4
U 7-8	Engineering Conf.	2	1	U 7-8	Engineering Conf.	2	1
U 9	Contracts	3	5	U 10	Business Law	3	5
ME 15	Industrial Plants	6	3	ME 16	Industrial Plants	6	3
BU 29-30	Manufacturing	3	5	BU 29-30	Manufacturing	3	5
IN 7	Industrial Relations	3	5	IN 8	Industrial Problems	3	5
	Thesis	1	6		Thesis	1	6
		21	29			21	29

Department of Industrial Engineering

PROFESSOR JAMES W. INGALLS, *Chairman*

The development of the present great Industrial Age has created the need for a new kind of specialist: One trained to employ the fundamental laws of applied science in meeting the problems of industrial production and management. He must be familiar with the basic principles of engineering, and at the same time he must have the ability to organize industrial processes, to deal with men, and in general to direct productive operations. A man having such ability and such training is an Industrial Engineer.

His field is different from that of the technical designer who plans the structures and lays out originally the industrial plant. It is after this preliminary work has been completed that the Industrial Engineer steps in to carry out the program which the designer has initiated. Already it is becoming apparent that the opportunities for the Industrial Engineer will be more numerous than those for the designing technician. For while the designer, in the course of a few years, will have done the preliminary work on a relatively large number of projects, each of those projects is likely to require the permanent services of an Industrial Engineer.

The following table sets forth the pre-requisite courses of this department, together with the advanced courses for which they are pre-requisite. Pre-requisite courses must be completed before the advanced courses based upon them may be taken. Advanced courses are tabulated at the left, their pre-requisite to the right.

ADVANCED COURSES	PRE-REQUISITE COURSES
Second Year	
M 5 Differential Calculus	M 1 Algebra, M 4 Analytic Geometry
ME 20 Applied Mechanics	P 3 Physics II
Third Year	
ME 22 Strength of Materials	ME 20 Applied Mechanics
ME 13 Production Engineering	ME 11 Production Processes
Fourth Year	
ME 23 Strength of Materials	ME 22 Strength of Materials
ME 38 Heat Engineering	ME 37 Heat Engineering
IN 5 Transportation	Ec 21-22 Economics
Fifth Year	
ME 15 Industrial Plants	ME 23 Strength of Materials

IN 2 Industrial Resources

Curriculum: V
Second year, second semester *Three hours per week*

A careful survey will be made of Industrial Resources of the United States, with a brief consideration of foreign resources where American industries are affected. Primary emphasis will be placed upon the influence of these resources upon the development and progress of industry in the United States. Certain representative industries will be particularly studied.

Professor Ingalls.

IN 3 Industrial Inspection

Curriculum: V
Third year, first semester *Three hours per week*

The students taking this course make a series of inspection trips to a wide variety of industrial plants. Reports on these trips are written and are discussed in class. Motion pictures are used to illustrate details of various industrial plants and processes.

Professor Ingalls.

IN 5 Transportation

Curriculum: V *Pre-requisite: Ec 21-22*
Fourth year, first semester *Three hours per week*

The aim of this course is to give a knowledge of the common agencies of transportation and the inter-relation of these agencies. Much time is spent on the development of the railroad business. The following topics are considered: the theory of rate making, rate classifications, and such problems as personal and local discrimination, financing and reorganization. The lessons from railroad experiences are applied to highway, water-way and airway transportation.

Professor Ingalls.

IN 7 Industrial Relations

Curriculum: V *Preparation: S 1-2*
Fifth year, first semester *Three hours per week*

This course will include a general discussion of the origin and development of personnel problems. Emphasis will be placed on such matters as morale and loyalty, placement and replacement, employee self-government, the use of tests for selection of employees, methods of testing, technique of testing, education of the worker, employee interests, and wholesome recreation.

Mr. Knowles.

IN 6 *Industrial Problems*

Curriculum V *Prerequisite *BU 5-6*
Fifth year, second semester *Three hours per week*

This is a problem course which requires as a background a number of the courses studied in the earlier years of the Industrial Engineering curriculum. The method, in general, is similar to that of a laboratory course: that is, problems are solved on the basis of data taken from actual industrial situations.

The course is given in the last semester of the senior year so that the student may demonstrate his ability to handle practical cases before completing his college career.

Professor Ingalls.

The following courses offered by the School of Business Administration are available for Industrial Engineering students:

AC 21-22 *Accounting*

Curriculum V
Third year, both semesters *Three hours per week*

The purpose of this course is to present the fundamental principles of business as evolved through accounts and books of accounts. The theory and practice of accounting is brought out through business problems and not merely through a "set of figures." The subject is approached from the financial and administrative aspect.

Professor Bruce.

FI 3-4 *Business Finance*

Curriculum V
Third year, both semesters *Three hours per week*

The two chief purposes of this course are first to cover the fundamental principles of finance and then to apply them to definite problems that confront the management of proprietorships, partnerships and small corporations. Such topics are described as capital structure, stocks, bonds, promotion of new companies, raising long and short term funds, and the treatment of surplus. Special types of organizations such as joint stock, trust, and holding companies are studied and the laws of partnership and corporations are reviewed. Special attention is paid to the raising and treatment of working capital.

Professor Montgomery.

BU 4 *Marketing Principles*

Curriculum V
Third year, second semester *Three hours per week*

This is an introductory course designed to acquaint the student with the principles underlying the distribution of merchandise

Textbook assignments introduce a knowledge of the basic structure of markets, the main functions of marketing such as assembling, grading, transporting, storing, financing and selling of goods, and the general classification of goods into major types for sales purposes. Consideration is given also to the activities of the several types of middlemen, as channels of distribution, the work of the commodity exchanges and co-operative associations and the trend toward simplification and standardization. Supplementary lectures discuss in detail methods used in marketing several specific commodities.

Professor JACKSON.

BU 5-6 Industrial Management

Curriculum: V
Fourth year. both semesters *Three hours per week*

This is a basic course aimed to teach the fundamental principles underlying the production of manufactured goods. A textbook is used to present a complete industrial analysis, analyzing the product to be made, the plant requirements, including plant location, layout, types and construction of buildings, light, heat, ventilation and power, the equipment needed, and the labor, supervision, and management required.

Each department of a modern industrial concern is considered, emphasis being placed on the organization and management problems confronted and how they may be handled, with the intention that the student may become familiar with the activities and general working of each department and the relationship which the departments hold to one another and to the business as a whole.

Mr. KNOWLES.

BU 20 Wage Systems

Curriculum: V *Preparation: Ec 21-22*
Fourth year, second semester *Three hours per week*

The purpose of this course is to give the student an understanding of the various methods of payment for labor that prevail in modern industry. The advantages and disadvantages of each method with its resulting effects on productive effort and welfare of the worker will be carefully examined. A study will be made of the incentive wage plans (such as) — The Halsey wage plan, The Rowan Premium Plan, the Taylor Differential Piece-Rate Plan, the Emerson Efficiency Wage Plan, the Gantt Task and Bonus Wage Plan, the Bedaux Point Premium Plan, etc. A comparison of these methods as to the value of their practical applications will be made.

Mr. KNOWLES.

BU 29-30 Manufacturing

Curriculum: V — *Pre-requisite: BU 5-6*
Fifth year, both semesters — *Three hours per week*

This is an advanced course intended to supply a detailed and specific knowledge of factory methods.

Emphasis is placed on the consideration of modern developments of scientific management. Among the topics considered are the setting of departmental standards, the control of operations, and the maintenance of standards through inspection. The viewpoint of the executive in charge of production is adopted throughout the course.

Professor INGALLS.

General Departments

Department of English

DEAN HAROLD W. MELVIN, *Chairman*

E 1-2 English I

Curriculums: All
First year, both semesters — *Three hours per week*

The course consists of lectures, recitations, class discussions, weekly themes, tests, reports, and a limited amount of outside reading, particularly in modern business and scientific journals. The material for themes is largely drawn from, or related to, the student's life and study.

Professors HOLMES, HAVICE, and WILLIAM WHITE.
Messrs. MARSTON, MCCOY, POTTER, and BENJAMIN WHITE.

E 3-4 English II

Curriculums: All — *Preparation: E 1-2*
Second year, both semesters — *Three hours per week*

This course combines advanced work in composition with studies in literature. Novels and dramas are assigned for study and class discussion, with a view especially to developing in the student an independent ability to appreciate literary values. In the assignment and correction of weekly themes, which form the basis of the work in composition, emphasis is laid on effective theme organization and precision in the expression of ideas.

Dean MELVIN, Professor HOLMES, Mr. POTTER.

E 5-6 Effective Speaking

Curriculum: Full Time *Two hours per week*

This course will offer practical training in the preparation and presentation of the various types of speeches. The instruction will be planned to eliminate defects of voice, posture, etc., and to develop in the student an ability to speak easily, naturally, and forcefully.

Professor Havice.

E-100 Shakespeare

Curriculum: Full-time *Three hours per week*

In this course from fifteen to twenty of Shakespeare's outstanding plays will be read. The more important plays will be discussed carefully in class. Additional notes will be given in the lectures, concerning the Elizabethan Period, Shakespeare's stage, and the work of his contemporaries. The purpose of the course is to teach the students how to read, with pleasure to themselves, the plays of the greatest of all English writers. The course will also give a student sufficient practice in careful reading, so that it will be valuable to him in any other type of reading that he may do in the future.

Dean Melvin.

E-200 English Literature

Curriculum: Full-time *Three hours per week*

A survey of the principal periods in English Literature will be the purpose of this course. The more important authors will be studied carefully. The historical background of each period will be studied in order to throw light upon the literary achievements of each age. The course is designed to develop appreciation of the classics in English Literature.

Dean Melvin.

E-300 American Literature

Curriculum: Full-time *Three hours per week*

This course will consist of a survey of American Literature from Colonial days to the present time. The aim will be to develop an appreciation of the greatest of our writers and an understanding of the conditions under which they wrote. A considerable amount of time will be given to modern authors.

Dean Melvin.

Department of Mathematics

PROFESSOR JOSEPH SPEAR, *Chairman*

M-1 College Algebra

Curriculums: All
First year, first semester *Three hours per week*

The study of algebra is scheduled to begin with the solution of the quadratic equation. However, a rapid although thorough review of the simpler operations of algebra precedes this. This solution of the quadratic and simultaneous quadratics is followed by a study of the theory of exponents, logarithms, series, and the principles of the theory of equations. Considerable time is given to plotting and the use of graphs in the solution of equations. The elementary theory of complex numbers is also covered.

Professors ALCOTT, COOLIDGE, JOHNSON, and WHITTAKER.
Mr. CLEVELAND, Mr. HASKINS, and Mr. HOLT.

M-3 Trigonometry

Curriculums: All
First year, first semester *Two hours per week*

This course consists of the study of trigonometric functions as ratios; inverse functions; goniometry; logarithms; circular measure; solution of right and oblique triangles; laws of sines, cosines, and tangents; areas; transformation and solution of trigonometric and logarithmic equations. Considerable practice in calculations of practical problems enables the student to apply his trigonometry to problems arising in engineering practice at an early stage. The theory and use of the slide rule as well as the explanation of the laws of spherical trigonometry are taken up at the end of the course.

Professors ALCOTT, COOLIDGE, and SPEAR.
Mr. BAIRD, Mr. HASKINS, and Mr. HOLT.

M-4 Analytic Geometry

Curriculums: All *Preparation: M-1, M-3*
First year, second semester *Five hours per week*

This is a basic course in analytic geometry and requires a thorough knowledge of the fundamentals of algebra. It leads directly to the study of the courses in calculus. The course covers cartesian and polar co-ordinates; graphs; the equations of straight lines and simpler curves derived from the geometric properties of the curves; properties of curves derived from their equations; thorough study of straight lines, circle, and conic sections; intersection of curves; transformation of axes; plotting and solution of algebraic equations of higher degree and of exponential, trigonometric, and logarithmic equations; loci problems. The study of the complex number is carried somewhat further than in course M-1. Some time is spent on curve fitting particularly as related to problems arising in engineering work.

Professors Alcott and Coolidge; Mr. Holt.

M-5 Differential Calculus

Curriculums: All	*Pre-requisite: M-1, M-4*
Second year, first semester	*Four hours per week*

The theory of limits, the continuity of functions and rates of change are given special attention both from the algebraic and geometric points of view. This is followed by differentiation of algebraic, trigonometric, exponential, and logarithmic functions; differentials; slopes of curves; maxima and minima with applied problems; partial differentiation; derivatives of higher order; radius of curvature, etc.; expansion of functions; series. Some work is done on vector analysis. Although the subject matter deals with considerable theory, constant sight is kept of the practical application of all the theory. The geometric interpretation of every new subject is carefully defined and problems are continually solved dealing in practical applications of the theory.

Professor Spear; Mr. Holt.

M-6 Integral Calculus

Curriculums: All	*Preparation: M-5*
Second year, second semester	*Four hours per week*

This course is a continuation of Calculus M-5, and deals with integration as the inverse of differentiation; integration as a summation; definite integrals; use of tables; double and triple integrals; areas in rectangular and polar co-ordinates; center of gravity; moment of inertia; length of curves, volumes of solids and areas of surfaces of revolutions; volumes by triple integration; practical problems depending on the differential and integral calculus for solution; solution of simpler differential equations.

Professors Spear and Alcott; Mr. Holt.

M-7 Differential Equations

Curriculum: III *Pre-requisite: M-6*
Third year, first semester *Four hours per week*

The elementary theory of differential equations and the solution of certain ordinary and partial differential equations is offered here as a general course in mathematics. Although principally a problem course in solving differential equations, properties of the equations and of their solutions are deduced, and applications to the various fields of engineering, particularly electrical engineering, are analyzed.

Professor MUCKENHOUPT.

Department of Physics

PROFESSOR JOSEPH A. COOLIDGE, *Chairman*

P-1 Physics I

Curriculum: All
First year, first semester *Three hours per week*

A Course in the study of wave motion, sound and light. Molecular mechanics and other fundamental principles of physics are stressed at the beginning.

All lectures in physics are accompanied by appropriate demonstrations.

Professors JOHNSON and WHITTAKER and Mr. NEWMAN.

P-2 Physics I

Curriculums: All
First year, second semester *Three hours per week*

This is a thorough course in magnetism and electricity covering all the details within the scope of standard college texts on these subjects. All lectures are illustrated by means of lantern slides, motion pictures, and special apparatus.

Professors JOHNSON and WHITTAKER and Mr. NEWMAN

P-3 Physics II

Curriculums: All *Preparation: M-1, M-3*
Second year, first semester *Three hours per week*

A course in the study of the fundamental principles of the Mechanics of Physics. Some of the topics covered are: simple harmonic motion, uniformly accelerated motion, friction, work, energy, power, fluid pressure, angular velocity, centripetal force, equilibrium under the action of a series of parallel forces and equilibrium under the action of concurrent forces.

Professors COOLIDGE and WHITTAKER.

P-4 Physics II

Curriculums: All — *Preparation: M-1, M-3*
Second year, second semester — *Three hours per week*

The topics studied are: thermometry, expansion of solids, liquids and gases, calorimetry, change of state including latent heat of fusion and vaporization (sublimation), triple point diagram, conduction and radiation, and the mechanical equivalent of heat.

Professors Coolidge and Whittaker.

P-5 Physics Laboratory

Curriculums: II, III, V
Second year, first semester
Curriculum: I — *Preparation: P-1, P-2, P-3, M-3*
Third year, first semester — *Two hours per week*

This course consists of experiments on mechanics and light performed by each student supplementing the lecture and classroom work of Physics P-1, P-2, and P-3. The experiments on mechanics include the use of the vernier, micrometers, and spherometers, calculation of true weights, determination of the specific gravities of solids by various methods and areas by planimeter. The experiments on light include the determination of the index of refraction of a lens, the position of images in combination of lenses and the uses of the spectroscope.

Professors Johnson and Whittaker; Mr. McIntire and Mr. Haskins.

P-6 Physics Laboratory

Curriculums: II, III, V
Second year, second semester — *Preparation: *P-4, P-5, M-3*
Curriculum: I — *Two hours per week*
Third year, second semester

This course is a series of experiments on mechanics and heat to supplement the work done in P-1, P-2, and P-4. Among the experiments of mechanics are: the modulus of elasticity, the determination of the value of "g," the Nicholson hydrometer, and the determination of the specific gravity of a liquid. The experiments on heat include the use of the air thermometer, the maximum and minimum thermometers and the high temperature calorimeter; and the determination of the temperature of a mixture, latent heat of vaporization and the mechanical equivalent of heat.

Professors Johnson and Whittaker; Mr. McIntire and Mr. Haskins.

* Preparation courses marked with asterisk and the advanced course may be carried simultaneously.

Department of Drawing

PROFESSOR ELIOT F. TOZER, *Chairman*

D 1-2 Graphics

Curriculums: All
First year, both semesters — *Six hours per week*

The first semester of this course comprises a complete study of the principles of projection as ordinarily taken up in Mechanical Drawing. Consideration is given to the following divisions of study: care and use of instruments, lettering, common geometric constructions, orthographic projection, technical freehand sketching, auxiliary views, conic sections, intersections and development, isometric, oblique and cabinet projection, perspective, screw threads, bolts and nuts, and tracing.

The second semester comprises a complete study of the theory of projection commonly known as Descriptive Geometry.

Professors TOZER, ASHLEY, and MESERVE; Messrs. CLEVELAND, HASKINS, and McINTIRE.

D 3-4 Machine Drawing

Curriculum: II — *Preparation: D 1-2*
Second year, both semesters — *Three hours per week*

The course consists of reading and translating drawings. Detailed and assembly drawings of machine parts and simple machines are made from freehand sketches and other data, but nothing in the nature of a copy is permitted. The course is designed to give a thorough foundation for the study of machine design.

Professors TOZER and MESERVE.

D 5-6 Engineering Drawing

Curriculums: III, V — *Preparation: D 1-2*
Second year, both semesters — *Three hours per week*

The course comprises problems in elementary machine drawing and mechanism. A short study is made of detail and assembly drawings of simple machine parts, cams, gear trains, and velocity diagrams.

Professors ASHLEY and MESERVE.

D 7-8 Mechanism

Curriculum: II — *Preparation: D 3-4*
Third year, both semesters — *Four hours per week*

This course deals mainly with a mathematical solution of problems involving angular and linear velocities and gear trains. It embraces a careful study of paths of mechanical movements and their application to velocity diagrams, quick-return mechanisms, and cams. The theory of gear tooth outlines is also investigated by graphical methods.

Professor ASHLEY.

Department of Sociology and Psychology

PROFESSOR STANLEY G. ESTES, *Chairman*

S 1-2 Psychology

Curriculums: All
Fourth year, both semesters *Three hours per week*

This basal course is designed to acquaint the student with the problems and investigational techniques of psychology and to give a familiarity with more important results of experimental psychology. The structural basis of behavior, motivation, learning, individual differences, and personality are the main topics.

Professor ESTES.

S 3-4 Sociology

Curriculum: All
Fifth year, both semesters *Three hours per week*

An analysis of the phenomenon of societal evolution, the principles and forces determining it, and a survey of the contemporary problems of group adjustment and control. Problems centering about the institution of the family, and population shifts and growth will be emphasized.

Professor HAVICE.

S-100 Ethics

Curriculum: Full time *Three hours per week*

Emphasizing the practical aspects of the subject, this course will present the fundamental problems of ethics and principles of conduct. Consideration will be given to the methods of conserving the highest values in both individual and social life. A selected group of current ethical problems will be incorporated into the course; the student will be expected to apply the principles of moral judgment which relate themselves to these problems. Collateral readings will be assigned regularly.

Professor HAVICE.

S 200 Social Psychology

Curriculum: Full time *Three hours per week*

An introduction to the study of social behavior. Topics to be studied are: Social setting of human behavior, psychology of individual behavior, Personality and group participation, Personality and subjective patterns — the crowd and the public.

Professor ESTES.

S 300 Mental Tests

Curriculum: Full time *Three hours per week*

Studies in personnel procedure. An introductory survey to psychological and psychiatric principles and techniques now being applied in business and education. The aim is to develop in the student a critical appreciation of the value of these procedures.

Professor Estes.

S 400 Child Psychology

Curriculum: Full time *Three hours per week*

The course will include a survey of methods and representative investigations in this field, together with a summary presentation of the outstanding elements in our factual knowledge of child psychology. The aim is to give the student critical appreciation of contemporary methods and their results and to acquaint him with the implications of these for the mental hygiene of childhood. Some attention at the close of the course will be given to the psychology of mental hygiene of adolescence.

Professor Estes.

Unclassified Courses

Ec 21-22 Economics

Curriculums: All
Third year, both semesters *Three hours per week*

The content of this course is threefold: A discussion of the main characteristics of modern economic society, a study of the fundamental economic laws governing the production, exchange, consumption, and distribution of wealth, and the application of these laws to some of the problems arising in business and engineering. An attempt is made to present both the "long run" aspect of economics representing the interests of society as a whole and the "short run" aspect which represents the immediate interests of business men. Case material will be used to illustrate both phases. Students will be required to furnish cases and problems illustrating principles from their co-operative work experience.

Professor Lake.

U 1-2 Physical Training

Curriculums: All
First year, both semesters *Two hours per week*

All first year students are required to take Physical Training. Health, strength, and vitality do not come by chance, but by constant attention to those factors involved in their development. It is very essential for the student to acquire good habits of life.

The work in the course includes a formal calisthenic program, special exercise classes for the correction of postural defects, participation in the regular athletic program, including baseball, basketball, hockey, football, track, and many types of informal games. All members of the class are also required to learn to swim.

Students wishing to be excused from Physical Training because of physical defects are required to present a petition to the faculty supported by a physician's certificate.

Professor Parsons; Messrs. Tatton, McCoy, Laveaga, Peel, Hultgren, and others.

U 3 Hygiene

Curriculum: All
First year, first semester *Two hours per week*

Two class hours per week are devoted to the study of information closely related to the Physical Training work and to personal and mental Hygiene. For this class lecture, each student is assigned at least one hour of outside study based on the required textbook. The course includes enough of the fundamentals of Physiology and Anatomy to enable the student to understand such parts of the course as require some knowledge of these subjects.

Professor Parsons.

U 5-6 Engineering Conference

Curriculums: All
Fourth year, both semesters *Two hours per week*

This course is the connecting link between the industry and the class-room. The third- and fourth-year men of each curriculum meet together in small groups. It is conducted as an engineering society and is presided over by student officers under the direction of a member of the faculty. Each student in turn, delivers a twenty to thirty-minute talk on some topic of engineering experience or general interest. Other students are designated to supplement the information given by the principal speaker with short discussions and the meeting is then thrown open to a general discussion by the whole class as long as seems best to the instructor. Thus it is possible for all students in the class to become familiar also with the practical experience being acquired by their class-mates and so become acquainted with a larger number of practical problems and a broader field of experience.

Intermingled with these regular classes special programs are arranged to permit prominent engineers and business men to address the students on current engineering and industrial problems and projects.

Professors Alvord, Everett, Ingalls, Nightingale, Richards, Smith, Strahan, Towle, and Zeller; Messrs. Alexander, Morgan, Oberg and Nelson.

U 7-8 Engineering Conference

Curriculums: All
Fifth year, both semesters *Two hours per week*

Same as U 5-6

U-9 Contracts

Curriculum: V
Fifth year, first semester *Three hours per week*

This course concerns itself with the fundamental elements of contracts — especially offer, acceptance, responsible party, and certain important pitfalls. The course material is tied up with the courses in administration, accounting, and finance.

Professor Winslow Porter.

U-10 Business Law

Curriculum: V *Preparation: U-9*
Fifth year, second semester *Three hours per week*

Law in commercial enterprise is extremely important. Students should have at least a thorough knowledge of contracts, agency, negotiable instruments, partnership and corporations.

This course is a broad review in concentrated form of the law which the students have studied in various courses throughout their previous years in college.

Professor Bruce.

Thesis

Curriculums: All
Fifth year, both semesters *One hour per week*

Each student who is a candidate for graduation must, during his senior year, prepare and present a thesis, the satisfactory completion of which is a pre-requisite for receiving a degree. By "thesis" is meant an essay involving the statement, analysis, and solution of some problem in pure or applied science. Its purpose is to demonstrate a satisfactory degree of initiative and power of original thought and work on the part of each candidate for an engineering degree.

The subject of the thesis is to be decided in conference between the candidate and that faculty member of the professional department to whom he is assigned for supervision in thesis work; final approval, however, resting with the head of the department. The subject may be one of structural design, research, testing, study of a commercial process, etc., but in no case would a mere resume of prior knowledge and/or discussion of the present state of the matter be acceptable. This, it is true must normally be made, but in addition thereto there must be a certain amount of work planned and executed, aimed towards the extension of the present field of information regarding the subject chosen.

In many cases the student presents an individual thesis. However, in nearly equal number, acceptable subjects will be found necessitating the co-operation of at least two men, either of the same or sometimes of different professional departments. In such cases, each man is primarily responsible for a certain part of the work, while also making himself wholly familiar with the entire problem; and the completed thesis must show clear evidence of the evenly-balanced co-operation and labor of the men concerned.

The completed thesis will be examined for acceptance or rejection from the technical viewpoint by the professional departments interested, and then forwarded to the Secretary of the Day Division; final approval of the thesis resting with the Dean.

Upon acceptance, the thesis becomes the property of the School, together with all apparatus and material used in connection therewith, except that hired or borrowed, or which was originally the personal property of the candidate. It is not to be printed, published, nor in any other way made public except in such manner as the professional department and the Dean shall jointly approve.

Frequently thesis subjects may be chosen on problems arising in the plant where the student is employed at co-operative work. Employers are always glad to consult with the student in the selection of the subject and the subsequent development of the thesis.

When theses are conducted in this manner, it is understood that the employer is not expected by the University to assume any expense of the thesis nor to furnish any supplies or equipment to be used in the development of the thesis other than those which he may consider it advisable and desirable to place at the disposal of the students. The regulations governing the use of laboratories and buildings of the co-operating firms will vary in practically all cases and each student must naturally be governed definitely by the regulations existing at the plant where the thesis is to be conducted.

It is understood that the thesis work must not in any way interfere with the regular required co-operative work and must be done during hours distinctly outside of regular co-operative work hours unless special request is made by the co-operating firm for some other arrangement.

Theses conducted in conjunction with co-operating firms must be submitted in duplicate, one copy to be presented by the Dean to the co-operating employer.

For all further information, the candidate for the degree is referred to the "Directions for Theses," which he must obtain from his professional department at the beginning of his senior year.

No definite time for thesis work is specified in the curriculums, but each student should plan upon a minimum of approximately 150 hours during his senior year.

Courses of Instruction

No.	SUBJECT	Curriculum	Year
	CIVIL ENGINEERING		
CI 1	Surveying	All	1
CI 3	Higher Surveying	I	2
CI 4	Higher Surveying	I	2
CI 5	Higher Surveying, F. and P.	I	2
CI 6	Higher Surveying, F. and P.	I	2
CI 7	Curves and Earthwork	I	3
CI 8	Curves and Earthwork	I	3
CI 9	Curves and Earthwork, F. and P.	I	3
CI 10	Curves and Earthwork, F. and P.	I	3
CI 12	Hydraulics	I, II, V	3
CI 13	Materials	I, II, V	3
CI 14	Geology	I	3
CI 15	Theory of Structures	I	4
CI 16	Theory of Structures	I	4
CI 17	Structural Drawing	I	4
CI 18	Structural Drawing	I	4
CI 19	Highway Engineering	I	4
CI 20	Highway Engineering	I	4
CI 21	Sanitary Engineering	I	4
CI 22	Advanced Surveying	I	4
CI 23	Engineering Structures	I	5
CI 24	Engineering Structures	I	5
CI 25-26	Concrete	I	5
CI 27-28	Concrete Design	I	5
CI 29	Structural Design	I	5
CI 30	Structural Design	I	5
CI 31	Foundations	I	5
	MECHANICAL ENGINEERING		
ME 11	Production Processes	II, V	2
ME 13	Production Engineering	II, V	3
ME 14	Mechanism of Machines	II	3
ME 15	Industrial Plants	II, V	5
ME 16	Industrial Plants	II, V	5
ME 20	Applied Mechanics (Statics)	All	2
ME 21	Applied Mechanics (Kinetics)	All	3
ME 22	Strength of Materials	I, II, V	3
ME 23	Strength of Materials	I, II, V	4
ME 24	Strength of Materials	III, IV	3
ME 30	Thermodynamics	II, IV	3
ME 31	Heat Engineering	II	4
ME 32	Heat Engineering	II	4
ME 33	Refrigeration	II	5
ME 34	Steam Turbines	II	5
ME 35	Heat Engineering	I	3
ME 37	Heat Engineering	III, V	4
ME 38	Heat Engineering	III, V	4
ME 41	Power Plant Equipment	II	4

Courses of Instruction

No.	SUBJECT	Curriculum	Year
	MECHANICAL ENGINEERING—*Con.*		
ME 42	Heating and Ventilation	II	4
ME 44	Power Plant Engineering	II	5
ME 50	Machine Design	II	4
ME 51	Machine Design	II	5
ME 52	Machine Design	II	5
ME 61	Engineering Laboratory	II	4
ME 62	Engineering Laboratory	II	4
ME 63	Engineering Laboratory	II	5
ME 65	Mechanical Laboratory	III	5
ME 66	Mechanical Laboratory	III	5
ME 68	Engineering Laboratory	V	4
ME 70	Testing Materials Laboratory	I, V	4
	ELECTRICAL ENGINEERING		
EL 1	Electrical Engineering I	III	2
EL 2	D. C. Machinery	III	2
EL 3	Applied Electricity	I, II, IV, V	2
EL 5	Electrical Machinery	II	3
EL 7	Electrical Machinery Laboratory	II	3
EL 9-10	Electrical Engineering II	III	3
EL 11-12	Electrical Engineering Laboratory	III	3
EL 13-14	Electrical Measurements	III	3
EL 16	Electrical Measurements Laboratory	III	3
EL 17-18	Electrical Engineering III	III	4
EL 19-20	Electrical Testing Laboratory	III	4
EL 21-22	Electrophysics	III	4
EL 23	Standardizing Laboratory	III	4
EL 25-26	Electrical Engineering IV	III	5
EL 27-28	A. C. Machinery Laboratory	III	5
EL 29	Electrical Engineering V. A.	III	5
EL 30	Electrical Engineering V. B.	III	5
	CHEMICAL ENGINEERING		
CH 2	Chemistry	All	1
CH 3	Inorganic Chemistry	IV	2
CH 5	Inorganic Chemistry Laboratory	IV	2
CH 10	Qualitative Analysis	IV	2
CH 12	Qualitative Analysis Laboratory	IV	2
CH 13	Qualitative Analysis Laboratory	IV	3
CH 15-16	Quantitative Analysis	IV	3
CH 17-18	Quantitative Analysis Laboratory	IV	3
CH 21	Chemical Engineering I	IV	3
CH 22	Chemical Engineering II	IV	3
CH 23-24	Chemical Engineering III	IV	4
CH 25-26	Industrial Chemistry	IV	4
CH 27-28	Industrial Chemistry Problems	IV	5
CH 31-32	Organic Chemistry	IV	4
CH 33-34	Organic Chemistry Laboratory	IV	4
CH 35-36	Organic Chemistry	IV	5

Courses of Instruction

No.	SUBJECT	Curriculum	Year
	CHEMICAL ENGINEERING—*Con.*		
CH 37-38	Organic Chemistry Laboratory	IV	5
CH 41	Chemical Engineering Literature	IV	4
CH 42	Physical Chemistry I	IV	4
CH 43-44	Physical Chemistry II	IV	5
	INDUSTRIAL ENGINEERING		
IN 2	Industrial Resources	V	2
IN 3	Industrial Inspection	V	3
IN 5	Transportation	V	4
IN 7	Industrial Relations	V	5
IN 8	Industrial Problems	V	5
	BUSINESS ADMINISTRATION		
AC 21-22	Accounting	V	3
BU 4	Marketing Principles	V	3
BU 5-6	Industrial Management	V	4
BU 20	Wage Systems	V	4
FI 3-4	Business Finance	V	3
BU 29-30	Manufacturing	V	5
	ENGLISH		
E 1-2	English I	All	1
E 3-4	English II	All	2
E 5-6	Effective Speaking	Full-time	2, 3, 4
E 100	Shakespeare	Full-time	2, 3, 4
E 200	English Literature	Full-time	2, 3, 4
E 300	American Literature	Full-time	2, 3, 4
	MATHEMATICS		
M 1	Algebra	All	1
M 3	Trigonometry	All	1
M 4	Analytic Geometry	All	1
M 5	Differential Calculus	All	2
M 6	Integral Calculus	All	2
M 7	Differential Equations	III	3
	PHYSICS		
P 1	Physics I	All	1
P 2	Physics I	All	1
P 3	Physics II	All	2
P 4	Physics II	All	2
P 5	Physics Laboratory	I	3
P 6	Physics Laboratory	I	3
P 5	Physics Laboratory	II, III, V	2
P 6	Physics Laboratory	II, III, V	2
	DRAWING		
D 1-2	Graphics	All	1
D 3-4	Machine Drawing	II	2
D 5-6	Engineering Drawing	III, V	2
D 7-8	Mechanism	II	3

Course of Instruction

No.	SUBJECT	Curriculum	Year
	SOCIOLOGY AND PSYCHOLOGY		
S 1-2	Psychology........................	All	4
S 3-4	Sociology.........................	All	5
S 100	Ethics............................	Full-time	2, 3, 4
S 200	Social Psychology.................	Full-time	2, 3, 4
S 300	Mental Tests......................	Full-time	2, 3, 4
S 400	Child Psychology..................	Full-time	2, 3, 4
	UNCLASSIFIED COURSES		
Ec 21-22	Economics.........................	All	3
U 1-2	Physical Training.................	All	1
U 3	Hygiene...........................	All	1
U 5-6	Engineering Conference............	All	4
U 7-8	Engineering Conference............	All	5
U 9	Contracts.........................	V	5
U 10	Business Law......................	V	5
	Thesis............................	All	5

General Information

Buildings and Grounds

The University is housed in the buildings of the Boston Young Men's Christian Association, in the Huntington Building which adjoins Symphony Hall, and in the Laboratory Building.

The Buildings are located on Huntington Avenue, in a section of Boston noted for its institutions of learning. The schools and colleges in the vicinity have an annual attendance of fifteen thousand students. The location is easily accessible from all parts of the city and suburbs.

The six buildings in the main group are as follows: Administration, Assembly Hall, Recitation, Natatorium, Gymnasium, and Laboratory.

Administration Building

In the administration building, besides various offices, there are libraries, class rooms, reading rooms and social rooms.

Activities Assembly Hall

The Jacob P. Bates Hall has a seating capacity of 500. A large stage, suitable for entertainments of various kinds, is available. The hall is equipped with a motion picture machine.

Bates Hall is an important center for various student activities. Here the band has its rehearsals, the glee club gives its entertainments and some of the dramatic work is presented. Numerous student socials and small group dinners frequently are held here.

Recitation Building

The Recitation building is 196 feet long and 58 feet wide and six stories high; in the basement are the heating and ventilating plants. The first floor is taken up with game, social and club rooms, and a small assembly hall seating 150. On the second and third floors are located class rooms and offices. The fourth floor contains a science lecture room completely equipped, a physics laboratory, three chemical laboratories, three drafting rooms, two recitation rooms, and department offices. The fifth and sixth floors are used as dormitories.

Natatorium

This building, one of the finest of its kind, is located between the Assembly Hall and Gymnasium, and is easily accessible from the locker rooms of the latter. The swimming pool is 75 feet long by 25 feet wide, and is under a glass roof, admitting floods of sunshine. The pool is supplied with filtered salt water from an artesian well and is heated to the proper temperature by an elaborate system of pipes.

Gymnasium

This structure, the funds for which were provided by the relatives of the late Samuel Johnson, is known as the Samuel Johnson Memorial Gymnasium. The gymnasium provides the following facilities: three gymnasiums, a twelve-lap running track, two large exercise rooms, boxing and wrestling rooms, handball and squash courts, bowling alleys, showers, steam baths, massage rooms, and electric cabinet baths.

Lecture Assembly Halls

Through special arrangement, Jordan Hall, Symphony Hall, and the Boston Opera House are made available for assembly purposes. These halls provide ample space for student activity assemblies and for special lectures by noted men. All the students in school at any period assemble for one hour each week throughout the school year. More than half of the assembly sessions are devoted to interests and activities developed by the students themselves. The other assembly periods are devoted to special lectures, sometimes under the direction of the student body and sometimes under the direction of the faculty. The special lectures are devoted to those elements of life which count most in the development of a man's viewpoint and his character.

Huntington Building

In addition to the large recitation building previously mentioned the Huntington Building provides a large area for class rooms and offices. In the Huntington Building are located offices of the Director of Student Activities, Director of Health and Physical Training, Executive Secretary of the Northeastern Student Union, and most of the student advisers. Thus the student body is brought directly into contact with the various members of the faculty. In this building also are the lecture and assembly rooms for large groups within the student body; the special class rooms for Physics, Mathematics, and Mechanical Drawing; and student social and reading rooms.

Laboratory Building

The Laboratory building is located directly behind the Main Building. In it are located laboratory rooms for Accounting courses, the mechanical and electrical engineering laboratories, an industrial chemistry laboratory, and offices for a number of the faculty, as well as conference rooms for students. There are some recitation rooms of the non-laboratory type. The Laboratory Building contains a large variety of equipment for experimental purposes in the various fields of industry.

Equipment for Physical Training

Northeastern has exceptional facilities for all-round physical training. The gymnasium is one of the most complete in New England. Adjoining the building is a large field equipped for athletics. Here are four tennis courts, outdoor gymnasium, baseball cage, basketball court, jumping pits and a track with a 100-yard straightaway.

Northeastern University owns and operates a large athletic field a short distance from the School. This field, known as the Huntington Field, provides ample facilities for track, soccer, baseball, football, and other outdoor sports. The School maintains a bus service between the field and the School which makes it possible for students to get back and forth with a minimum loss of time. A new and commodious field house has recently been erected at the field.

Libraries

1. The libraries of Northeastern University of the Boston Y. M. C. A. consist of several thousands of carefully selected volumes. In these libraries the students of the School have available for their use necessary books on business administration, engineering, and allied subjects, together with current periodicals and the leading business and technical services. The library is open from 9.00 A.M. to 10.00 P.M. daily.

2. The Boston Public Library. All members of the School whether resident or non-resident students, have the privilege of taking books from the Boston Public Library and of using the library for general reference and study. Inasmuch as this is one of the best in the country, it presents unusual opportunities to the students. Within a five minutes' walk from the School, it enables students to have unlimited reference at any time to books and periodicals bearing upon their studies.

Boston—A Great Educational Center

The fact that Northeastern University is in Boston broadens the educational and cultural opportunities of its students. Few other cities in the country are so rich in the finest elements of American life. Many of its historic buildings, such as the Old

State House, Faneuil Hall, and the Old North Church, have become museums for the preservation of old documents, paintings, and other collections representative of early Colonial life. The Boston Public Library and the Museum of Fine Arts, both within a few blocks of the University buildings, are widely noted for their treasures of literature and art. Even nearer to the University is Symphony Hall, home of the world-famous Boston Symphony Orchestra. And the many churches within Greater Boston not only afford the opportunity of hearing distinguished preachers but through their student clubs and young people's societies make possible for students a fine type of social and intellectual life.

Engineering Equipment

Field Instruments of Civil Engineering

For work in the field the Civil Engineering Department possesses various surveying instruments representing the principal makes and types in general use.

The equipment includes four surveyors' compasses, two Keuffel & Esser transits, five Buff & Buff transits, one Buff & Buff triangulation transit, one Berger transit, two Hutchinson transits, one Gurley transit, one Poole transit, two Berger levels, two Keuffel & Esser levels, one Buff & Buff level, one Bausch & Lomb precise level, two Gurley plane tables, two Buff & Buff plane tables, and two Keuffel & Esser plane tables.

There are Locke hand levels, lining rods, leveling rods, stadia rods, engineers' and surveyors' chains, steel and metallic tapes, one 100-foot Invar steel tape, and all the miscellaneous equipment necessary to outfit the parties that the instruments will accommodate. The transits are equipped for astronomical observations. For higher surveying there is an aneroid barometer for barometric leveling, an Invar tape, a sextant for hydrographic surveying, and a Gurley electric current meter for hydraulic measurements.

The extent of the equipment and scope of the field work itself are designed to train the student's judgment as to the relative merits of the various types of field instruments.

Mechanical Laboratories

The Mechanical Engineering Department has a well equipped laboratory, containing new and modern machines run by steam, gasoline, water and electricity. A separate high-pressure steam line connected directly with the boilers in the main building enables the steam-driven apparatus to be run with steam under full boiler pressure.

The steam apparatus located in the laboratory includes the following equipment. A Uniflow steam engine of fifty horsepower capacity and of the latest design is so equipped that a complete engine test may be run on the machine. The auxiliary apparatus connected with the engine includes a prony brake for measuring the output of the machine and a surface condenser is tied in with the exhaust line in order to obtain the steam consumption. A Chicago steam-driven air compressor is arranged to make complete tests on both the steam and air ends of the machine. This compressor is also connected to a surface condenser. A Warren direct-acting steam pump is connected up to run a standard pump test, the steam end being tied in with a surface condenser and the water end with a rectangular weir for measuring the quantity of water delivered by the pump. A twelve horse-power Curtis steam turbine of the impulse single-stage type, to which is directly connected an absorption dynamometer or water brake, is available for testing. The steam end of this turbine is piped to a Worthington surface condenser and also to a Schutte-Koerting ejector condenser. A small Sturtevant horizontal steam engine is equipped for a complete test with a prony brake for the measurement of power output. Other steam-driven apparatus includes a steam pulsometer pump, a steam injector, two small vertical steam engines for valve setting experiments, and a heat exchanger for determining heat transfer between steam and water.

The hydraulic equipment in the laboratory includes a two-stage centrifugal pump with a dual drive or separate drive as may be desired. The drive is either direct from a 15 horsepower direct current motor or else direct from a Lee single-stage steam turbine. A new six stage centrifugal pump direct-connected to a 40 horsepower direct current motor has been installed for testing purposes. The motor through a speed regulator has a range in speed from 900 R.P.M. to 2200 R.P.M. The pump is rated at 180 G.P.M. against a head of 450 ft. The capacity of the pump is measured by a Venturi tube of the latest design. There is also a rotary pump driven direct by an electric motor. Other machines of a hydraulic nature are a triplex power pump, driven by a five horsepower electric motor, a hydraulic turbine of the Pelton Wheel type, a small single-stage centrifugal pump driven directly by a ¾-horse power gasoline engine, a triangular and a rectangular weir for measuring quantities of water discharged by the various pumps in the laboratory, besides the necessary tanks, platform scales, and hook gauges.

Under the gas laboratory equipment may be listed a Fairbanks-Morse ten horsepower gasoline and oil engine, so arranged that tests may be run using various kinds of fuels and complete test data obtained; a Ford automobile engine arranged to run tests with different fuels and carburetors; 2 gasoline airplane engines for demonstration purposes and several types of internal combustion engines for testing and demonstration work.

The equipment under the heading of Refrigeration includes a 3/4-ton Frick ammonia refrigerating machine and a small Frigidaire sulphur dioxide machine of the household size. Both of these machines are arranged for testing purposes. A small Triumph compressor is also available for demonstration work.

For heat treatment, an electric furnace is available with a pyrometer for temperature measurements. A Brinell hardness tester makes possible tests on various metals for determining their hardness. Under oil testing apparatus is a Saybolt Universal Viscosimeter for viscosity determination and a flash-point and fire point tester for different grades of oil. For finding the heating values of fuels, an Emerson bomb calorimeter is used with necessary gauges and thermometers. Apparatus is also available for gauge testing, measuring flow of air, steam, and water, prony brake testing, determining the quality of steam by means of a throttling and a separating calorimeter, test on an air blower and friction of drives.

The steam power plant is also used for testing purposes. The plant is equipped with a flow meter in the feedwater line, steam pressure gauges, scales, electrical meters, thermometers, indicators, draft recorders, Orsat apparatus, CO^2 recorder and other equipment necessary for complete power plant tests. The plant consists of four horizontal return tubular boilers, three of which are equipped for burning coal and one for burning fuel oil; various auxiliary appliances as feed water pumps, feed water heater, oil fuel pumps, and separators; and four three-wire generators, three of which are driven by Ridgeway reciprocating steam engines, and the fourth is direct connected to a Westinghouse-Parsons steam turbine.

This places at the disposal of the students well equipped and up-to-date engineering laboratories and enables them to carry on boiler tests, with both coal and oil as fuel, determine the efficiencies of various fuels, obtain the efficiency of modern reciprocating steam engines of different types, and test air compressors, fans, pumps, water wheels, and gas-engines. This renders the student familiar with the various auxiliary appliances of a modern power plant and links up the class-room instruction with laboratory tests.

Electrical Measurements Laboratory

This laboratory is equipped with apparatus of two distinct types, first, that planned fundamentally for teaching the principles of measurement and, second, that which is used in teaching advanced standardizing methods as well as for keeping the instruments in daily use in the other laboratories, and in the power house, correct or properly calibrated.

It is supplied with three sets of small storage cells for 500-volt calibration work and a set of twelve 500-ampere-hour cells for current work.

The apparatus used in the first type of work includes the customary devices used in such work as resistance measurements by Ohm's law, direct deflection and substitution methods, voltmeter methods for high resistance, insulation resistance, specific resistance, use of slide wire and Wheatstone bridges, electrostatic capacity, Poggendorf's method of E. M. F. comparison, loop tests for grounds, etc.

For the second type of work there is a laboratory standard Wheatstone bridge, two Kelvin bridges (one of the self-contained type), a Leeds Northrup type Carey-Foster bridge and equipment, two potentiometers with auxiliary apparatus of volt boxes, standard cells, standard shunts of 10, 100, and 500 amperes capacity, a set of resistance standards of Bureau of Standards, and another of Reichsanstalt patterns, also a complete set of Inductance and Capacity Standards; Weston standard current transformer, Weston laboratory standard triple range voltmeter, ammeter and wattmeter for alternating current work and all necessary galvanometers carried on Julius suspensions.

Other equipment includes a complete Reichsanstalt daylight type photometer equipment, Westinghouse oscillograph with full equipment, including a variable 1,000 ampere standard shunt and slow speed film holder, a General Radio Company Vibrating String Oscillograph, special Cathode Ray oscillograph and a capacity bridge working to one micro-micro-Farad. Microammeters, vacuum tube voltmeters, electrostatic voltmeters, thermal meters, standard wave meter, standard Vreeland oscillator, piezo crystals, and other equipment for radio measurements. Briefly, the laboratory is equipped for practically any work in electrical measurements outside the absolute determinations as carried on in National standardizing laboratories.

The instrument room is supplied with eighty-five high grade General Electric Co. and Weston Electric Instrument Co. alternating current voltmeters and ammeters with a number of potential and current transformers, and with nine polyphase and fourteen single-phase indicating wattmeters, each of double current and double voltage ranges.

For direct current working there are seventy-five voltmeters (of triple range), ammeters and millivoltmeters of the above makes. There are thirty-five standard shunts of ranges from ten to 100 amperes with uniform drops of fifty millivolts to go with the millivoltmeters.

There is also a large and varied assortment of auxiliary equipment such as sliding rheostats for circuit control, non-inductive loading resistance, air core loading reactances, frequency indicators, power factor indicators, etc.

Electrical Engineering Laboratory

This laboratory is equipped with sixty generators and motors of different types, the size and voltage ratings being selected to reduce as much as possible the risk from high voltage apparatus while making available to the student commercial apparatus such that the various quantities it is desired to measure will be of reasonable dimensions.

Machines from five to twenty-five kilowatt capacity are used principally for this reason, but also because the student in his engineering practice early comes in contact with large and varied machinery in power houses and electrical plants generally.

For D. C. working, among others there are two sets of specially matched direct current six-kilowatt, 125-volt compound generators, which will still work as shunt machines. In one the two generators may be joined by a coupling so that they may be used for "pump-back" testing. The other pair are driven individually by ten-kilowatt, 230-volt motors and used principally for parallel operation and similar work. A large 230-volt, 12-kilowatt, 200 R.P.M. Sturtevant motor is used for retardation tests, and an assortment of series, shunt and compound motors each fitted with brake wheels are used for routine motor testing.

For A.C. working there is a fifteen-kilowatt (eighty per cent p.f.) three-phase, 230-volt alternator driven at sixty cycles by a twenty-five horsepower Westinghouse motor, a 7.5 kilowatt special G.E. machine with special armature taps so that it may be used as single-phase, two-phase, three-phase or six-phase synchronous motor.

Two 12.5 kilowatt (eighty per cent, p.f.) G.E. machines having each armature coil tapped out separately, also giving the above phase arrangements, each driven by its own motor are available for use either as synchronous generators or as motors; a five-kilowatt Holtzer Cabot machine with three rotors, making it available as either a squirrel cage, wound rotor, or synchronous machine; a G.E. single-phase clutch motor, a type R.I. induction motor, a Wagner single-phase motor; two Wagner motors arranged for concatenation control, two five-kilowatt Holtzer three-phase synchronous converters, a Westinghouse 7.5-kilowatt, two-phase motor and a ten horsepower Fynn-Weichsel Unity power factor motor.

For transformers there are six single-phase G. E. type H units wound for 550 volts primary and 220-110 volts secondary; two sets of transformers with Scott transformation taps, and a Type R. O. constant current transformer, primary winding for 220-190 volts and secondary for 6.6 amperes, 310 volts maximum fitted with a load of eighty candle power 6.6-amperes, sixty-watt nitrogen filled tungsten lamps, and a pair of 550-220 110 volts G. E. three-phase transformers of 7.5-kva capacity.

For high tension work there have been installed a pair of General Electric transformers of 8-kva. capacity at 100 kilovolts. A special room in the laboratory has been equipped for cable and insulation testing. The auxiliary equipment includes the necessary sphere gaps, induction regulators, calibrated voltmeters, etc., the transformers being supplied from a special motor-driven generator. The set has been supplied with the necessary kenotron tubes and controls for the rectification of the high potential alternating current for direct current working.

There is also a full equipment of necessary control and regulating appliances and eighteen movable test tables fitted with the necessary terminals, switches, circuit breakers, etc., for setting up the various combinations required from time to time. Each student when performing an experiment does the complete wiring, no apparatus in the laboratory being found permanently wired up except as to its normal, self-contained circuits.

Power is supplied over a special set of feeders, by one or both of two special units in the power house which when on laboratory service are cut clear from any other service whatsoever and potentially controlled from the laboratory.

There are also speed governors and Tirrel regulators, both A.C. and D.C., capable of being used with any special machines found desirable at any particular time.

Chemical Laboratories

The laboratories are arranged in four units, one for each of the general branches of chemistry; *i. e.*, inorganic, analytical, industrial, and organic. To meet the requirements of the inorganic work, the equipment has been very carefully selected.

The laboratory for analytical work is well supplied with the usual resistance glass, silica ware, alundum ware, porcelain ware, platinum crucibles, and electrodes for alloy analysis, as well as apparatus for special work. The balance room connected with this laboratory is well equipped with the latest type of "Chainomatic" and beam balances.

The special equipment includes a Freas electric drying oven, a Hevi-duty electric furnace, Muffle, Fletcher, and gas combustion furnaces, Emerson bomb calorimeter, Parr sulphur photometer, both Orsat and Hempel gas analysis apparatus, Kimley electro-analysis machine, sacharimeter, Babcock milk tester, Saybolt and Engler viscosimeters, New York State and A.S.T.M. open cup flash point testers, Conradson carbon residue tester, A.S.T.M. "sulphur in burning oil" tester, Mackey spontaneous combustion apparatus, rubber and soxlet extraction apparatus, Hoskins electric combustion furnace, Bausch and Lomb microscope fitted with vertical illuminator, grinding and polishing apparatus for metallographical works, La Motte hydrogen-ion determination set, electrometric apparatus for hydrogen-ion determination, electric stirrers, Shriver type filter press, Holtzer Cabot motor generator unit, and an Allen-Moore electrolytic cell, together with pyrometers, thermometers, hydrometers, ammeters, voltmeters, rheostats, and other necessary accessories.

The laboratory for organic work is especially equipped with steam lines for distillation purposes, besides the usual steam baths, drying closets, vacuum and compressed air line and hoods. The common chemicals, including acids, bases, and salts, are available in the laboratories for general use at all times. At the end of one of the laboratories, conveniently located, is a fully equipped stock room, from which any other chemical or apparatus can be readily obtained.

Industrial Chemistry Laboratory

The laboratory for industrial chemistry is fitted for carrying-out processes on a semi-industrial scale, providing ample opportunities for research.

The laboratory contains necessary equipment for verification of laws of filtration, agitation, heat control, gas absorption under varying manufacturing conditions. There is also included equipment for studying electrolytical processes including electrolysis, electroplating and electroforming.

Design and Drafting Rooms

The School possesses large, light, and well-equipped drawing rooms for the carrying on of the designing and drafting which form so important a part of engineering work. These rooms are supplied with lockers containing the drawing supplies, and files containing blue prints, and photographs of machines and structures that represent the best practice.

Physics Laboratory

The Physics Department has a large laboratory completely equipped with all necessary apparatus for the experimental work that is required of the students, as well as that required for lecture demonstration. The apparatus and equipment includes verniers, levels, vacuum pump, spirometer, planimeters, spherometers, calorimeters, thermometers, pyrometer, sonometer, spectroscopes, spectrometer, balances, standard gram weight, optical disk with all accessories, lenses, photometer, air thermometer, and a full set of weather bureau apparatus, including barograph, thermograph, hydrometer, barometer, maximum and minimum thermometers, etc. These give a wide range to the experimental work that can be done.

Roster of Students
For the School Year 1931-1932

DIVISION A FRESHMEN

NAME	DEPT.	HOME ADDRESS
Abbott, Walter Dormitzer	M.E.	*Winchester*
Adam, Leslie Hamilton	Ch.E.	*Wollaston*
Adams, Albert Livingston	Ch.E.	*Douglaston, L. I., N. Y.*
Agnew, Dwight L., Jr.	M.E.	*North Scituate*
Aijala, John	C.E.	*Worcester*
Amutis, Frank	E.E.	*Worcester*
Archer, Robert Stinchfield	M.E.	*Middleboro*
Arsenault, Edward Leonard	E.E.	*Medford*
Ashe, Arthur J.	C.E.	*Unadilla, N. Y.*
Avanzino, Paul, Jr.	Ch.E.	*Watertown*
Axelson, Carl Alden	M.E.	*Danvers*
Bacon, Frederic Stanley, Jr.	E.E.	*Middletown, Conn.*
Bain, William M.	E.E.	*Bridgeport, Conn.*
Balkan, Samuel Abraham	M.E.	*Roxbury*
Barnes, Delwyn K.	C.E.	*Whitinsville*
Basdikis, Charles Apostolos	E.E.	*Lowell*
Bellino, Amedio V.	E.E.	*Scranton, Pa.*
Bennett, Richard H.	E.E.	*Cambridge*
Blake, Chester J.	M.E.	*Oakland, Me.*
Blakely, Leonard Pearson	E.E.	*Newburyport*
Bohn, Victor O., Jr.	Ch.E.	*Boston*
Bolton, Elmer George	C.E.	*Allston*
Bonanno, Alfred David	E.E.	*Lawrence*
Borman, Alvah K.	E.E.	*Roslindale*
Bourque, David F.	I.E.	*Amesbury*
Bowen, Charles Warren	E.E.	*Gloucester*
Bower, Edward I.	M.E.	*Amesbury*
Bowmar, Henry Clay	E.E.	*Canton*
Broderick, Leonard Joseph	C.E.	*Lynn*
Brody, Sidney	M.E.	*Brookline*
Brooks, Harvey R., Jr.	E.E.	*Salem*
Bunker, Kenneth Horne	C.E.	*Dover, N. H.*
Camarota, Luke	E.E.	*Hamden, Conn.*
Campbell, Stuart S.	M.E.	*Roslindale*
Cann, Jesse C.	E.E.	*East Boston*
Caputo, Peter	E.E.	*Waterbury, Conn.*
Carlin, James Richard	C.E.	*Salem*
Censullo, John Fred	Ch.E.	*Somerville*
Censullo, Pasquale Frederick	E.E.	*Somerville*
Clemons, David R.	M.E.	*Shelburne Falls*
Clough, Lawrence Martin	Ch.E.	*Medford*
Coffey, John Noel	E.E.	*White Plains, N. Y.*
Coher, Shephard Milton	E.E.	*Roxbury*
Colarusso, Nicholas D.	C.E.	*Buffalo, N. Y.*
Colarusso, Peter A.	C.E.	*Winthrop*
Combie, Graham Robert	E.E.	*Saugus*
Comtois, Arthur Francis	C.E.	*Worcester*

NAME	DEPT.	HOME ADDRESS
Conant, Frederick L.	M.E.	*Wellesley*
Connery, William Henry, Jr.	M.E.	*Clinton*
Connorozzo, Charles W.	E.E.	*Rochester, N. Y.*
Connors, Henry Thomas	Ch.E.	*North Attleboro*
Cooper, Henry Bernard	Ch.E.	*Boston*
Craven, Paul Mortin	C.E.	*Jamaica Plain*
Curtin, Francis William	Ch.E.	*Lynn*
Dallas, James Lornie	C.E.	*Beverly*
Daly, Albert John, Jr.	Ch.E.	*Somerville*
Danforth, George Lloyd	E.E.	*Danvers*
Daniels, William Arthur, Jr.	M.E.	*Salem*
Davenport, Richard C.	I.E.	*New Bedford*
Davis, Alfred William	E.E.	*Canton*
Davis, Charles	E.E.	*Paterson, N. J.*
Davis, George Albert	Ch.E.	*Gloucester*
DeSimone, Mario P.	M.E.	*Boston*
DeVeber, Herbert W.	C.E.	*Newburyport*
Dieringer, George J.	E.E.	*Bridgeport, Conn.*
Dingwell, William Elden	Ch.E.	*Milton*
DiPietro, John J.	Ch.E.	*Waterbury, Conn.*
Dodson, Leonard	C.E.	*Paterson, N. J.*
Doherty, John	E.E.	*Allston*
Dolan, John F.	Ch.E.	*Boston*
Dolan, James Leo, Jr.	C.E.	*Lynn*
Donohue, Francis R.	Ch.E.	*Brookline*
Dow, Benjamin Capen	Ch.E.	*Somerville*
Dow, Howard E.	E.E.	*Lynn*
Dyer, Donald K.	C.E.	*Saugus*
Eckert, Jason C.	Ch.E.	*Poughkeepsie, N. Y.*
Edgerly, Ronald P.	M.E.	*Wolfeboro, N. H.*
Eibye, John J., Jr.	M.E.	*Everett*
Eldredge, Everett Chester	E.E.	*Everett*
Ellis, David Laurence	Ch.E.	*Melrose*
Engle, Robert Worden	M.E.	*Braintree*
Erickson, Norman O.	M.E.	*Newburyport*
Evanauskas, Branislow A.	C.E.	*East Setauket, N. Y.*
Evans, George Edward	E.E.	*Waltham*
Farineau, Albert Francis	Ch.E.	*Malden*
Fine, Henry Enoch	C.E.	*Malden*
Flynn, Francis Joseph	E.E.	*Taunton*
Folsom, Seth Arnold	Ch.E.	*Somerville*
Fowler, Henry Augustus	Ch.E.	*Saugus*
French, Irving Everett	Ch.E.	*Boston*
Frost, Elton P.	E.E.	*Monmouth, Me.*
Frye, Robert Andrew	C.E.	*Newton*
Fulton, Lawrence Eugene	Ch.E.	*Everett*
Gaffney, John D.	Ch.E.	*Cambridge*
Gale, Howard E., Jr.	C.E.	*Dorchester*
Garlick, William E.	C.E.	*Dedham*
Glickman, Norman	Ch.E.	*West Medway*
Gordon, John Henry	Ch.E.	*Littleton*
Grace, Robert L.	Ch.E.	*Roxbury*
Grady, William A.	C.E.	*Winchester*
Graham, Robert A.	I.E.	*Framingham Center*
Grant, Charles Lewis	E.E.	*Jamaica Plain*
Grassie, Albert Edward, Jr.	Ch.E.	*Cohasset*
Green, Parker M.	I.E.	*Waltham*

NAME	DEPT.	HOME ADDRESS
Gregory, Edwin B.	E.E.	*West Deerfield*
Gregson, Robert L.	E.E.	*Cambridge*
Grelotti, Sereno G.	Ch.E.	*Framingham*
Griffin, Roger Armstrong	I.E.	*Allston*
Grohe, Delbert Arthur	C.E.	*Wollaston*
Gross, Ervin Edward, Jr.	E.E.	*Attleboro*
Haas, Henry Joseph, Jr.	I.E.	*Roslindale*
Hale, Walter Stanley	E.E.	*East Rindge, N. H.*
Hansen, John Roy	I.E.	*Roxbury*
Hanson, Edward Carl	E.E.	*Everett*
Harrington, Robert Weston	Ch.E.	*Framingham*
Hartwell, Stanley E.	C.E.	*Greenfield*
Hartwell, William Eugene, Jr.	M.E.	*Somerville*
Hatch, Lewis Nelson	M.E.	*Wakefield*
Hautala, Tauno E.	E.E.	*Quincy*
Haviland, Clarence William	E.E.	*Amesbury*
Hayes, Vincent Joseph	Ch.E.	*Salem*
Healy, Elton Ferguson	M.E.	*Melrose*
Heider, Rudolph L.	Ch.E.	*Methuen*
Helming, Otto R.	M.E.	*Boston*
Henderson, Robert L.	C.E.	*Lynn*
Hershfield, Joseph	C.E.	*Lawrence*
Heuser, Frederick W.	Ch.E.	*Sharon*
Hill, Viljo Felix	E.E.	*Central Village, Conn.*
Hirtle, Kenneth Stanley	M.E.	*Quincy*
Hoag, Eben	E.E.	*Plymouth, N. H.*
Holbrook, Albert E.	C.E.	*North Grafton*
Hollis, Albert B.	C.E.	*Medford*
Holmes, Arthur Theodore	E.E.	*Manomet*
Holton, Adolphus, Jr.	C.E.	*Norwood*
Horne, Parker Allen	C.E.	*Malden*
Hoyt, Dudley Deane	I.E.	*South Norwalk, Conn.*
Humphrey, Roland Kenneth	E.E.	*Somerville*
Hunter, Carroll D.	Ch.E.	*Westboro*
Hunter, Herbert	E.E.	*East Walpole*
Jack, William M.	E.E.	*Belmont*
Johansson, Albert G.	I.E.	*Lynn*
Kaplan, Morris	M.E.	*Brockton*
Kasson, Frank Dickerman	C.E.	*Mattapan*
Kaulakis, Frank, Jr.	E.E.	*Marlboro*
Keller, Jack	C.E.	*Mattapan*
Kelly, William Joseph	Ch.E.	*Newburyport*
Kinghorn, David, Jr.	I.E.	*Quincy*
Knox, Norman Wilfred	C.E.	*Somerville*
Kouloheras, George D.	Ch.E.	*Lowell*
Krikorian, Norman Sarkis	C.E.	*Newburyport*
Kritzman, Saul	M.E.	*Dorchester*
LaCasse, Philias Francis	Ch.E.	*Orange*
Ladd, Levi	C.E.	*Needham*
Landry, Walter Joseph	M.E.	*West Concord*
LaPrade, Harold Francis	Ch.E.	*Auburn*
Larrabee, Clayton B.	C.E.	*Solon, Me.*
Leary, James Homer, Jr.	C.E.	*Boston*
Leavitt, Clayton Emery	Ch.E.	*Framingham*
LeBaron, James H.	E.E.	*Somerville*
LeMay, Carl Francis	Ch.E.	*Haverhill*
Lembo, Peter	C.E.	*Framingham*

NAME	DEPT.	HOME ADDRESS
Leppanen, Urho	C.E.	*Mt. Holly, Vt.*
Lesburg, Samuel	M.E.	*Mattapan*
Letourneau, Charles Valmore	Ch.E.	*Milton*
Lewis, Bevan G.	Ch.E.	*New York, N. Y.*
Lewis, John Elmer	E.E.	*West Somerville*
Londregan, John W.	C.E.	*New Haven, Conn.*
Lord, Kenneth Milton	I.E.	*Lynn*
MacDonald, Forrest F.	C.E.	*Jamaica Plain*
MacKean, Archie K.	E.E.	*East Weymouth*
MacLean, Norman	E.E.	*Quincy*
MacLeod, Duncan W.	Ch.E.	*Brookline*
Maguire, Francis Joseph	I.E.	*Stoneham*
Mahoney, John Francis	E.E.	*South Hanover*
Makela, Henry N.	C.E.	*Peabody*
Malone, Fintan Francis	E.E.	*Dorchester*
Mancib, Alvin Stuart, Jr.	E.E.	*Somerville*
Marston, William H.	I.E.	*North Windham, Me.*
Masiello, Michael	Ch.E.	*Everett*
Matonis, Joseph	M.E.	*Haverhill*
Maxim, Charles Orin	M.E.	*Wakefield*
McCarthy, Leo	C.E.	*Newtonville*
McGuckian, Augustus P.	C.E.	*Boston*
McIntyre, W. Stuart	E.E.	*Milton*
McKenna, Daniel Henry	Ch.E.	*Hingham*
Mehlhorn, William W.	E.E.	*Manchester, N. H.*
Metcalf, Harry Franklin	C.E.	*Weld, Me.*
Middendorf, Eugene H.	M.E.	*Binghamton, N. Y.*
Miles, Harold M.	Ch.E.	*Middlesex, Vt.*
Miller, Albert A.	M.E.	*Dorchester*
Minzner, Walter Richard	E.E.	*Methuen*
Moran, Frederick Philip	I.E.	*Newton*
Mordo, Albert N.	E.E.	*Newton Upper Falls*
Morse, Gordon Alfred	C.E.	*Waltham*
Murray, Frederick A.	M.E.	*South Lincoln*
Nelson, Roy A.	E.E.	*Dorchester*
Nevers, Lucien Wry	M.E.	*Foxboro*
Newton, Ralph Bailey	E.E.	*Lowell*
Nichols, Frank Joseph	C.E.	*Woburn*
Norton, John Richmond	M.E.	*Salem*
Obabashian, Edwin Thomas	M.E.	*Holyoke*
Ojamaki, Olavi O.	Ch.E.	*Ashby*
Olson, Charles J	E.E.	*Newburgh, N. Y.*
Orieg, Matthew	M.E.	*Roxbury*
Packard, Darel O.	C.E.	*Hull*
Pagliuso, Michael	C.E.	*Chelsea*
Pardee, Curtis Goodwin	M.E.	*Bolton*
Parker, Robert Chapin	Ch.E.	*Orange*
Patch, Gardner Austin	E.E.	*Essex*
Perdikis, Harry Samuel	C.E.	*Lawrence*
Perry, Henry Alexander, Jr.	E.E.	*Newtonville*
Peskin, Hyman	C.E.	*Chelsea*
Petersen, Raymond Martin	M.E.	*Worcester*
Peterson, Charles W.	E.E.	*Attleboro*
Pitts, Wilfrid Christopher	C.E.	*St. Johns, N. B., Canada*
Prouty, Burt L.	E.E.	*North Hanover*
Prouty, Robert MacDonald	Ch.E.	*Whitman*
Quinlan, Edmund J.	C.E.	*Somerville*

NAME	DEPT.	HOME ADDRESS
Radden, Charles Oscar	E.E.	*Roslindale*
Rallis, George E.	E.E.	*Lowell*
Read, Walter E.	C.E.	*Framingham*
Regan, Paul G.	E.E.	*Jamaica Plain*
Reilly, Leo Bayles, Jr.	C.E.	*Milton*
Ressee, Elmer A.	E.E.	*Medford*
Revane, Henry James	M.E.	*North Brookfield*
Rizya, John Conrad	C.E.	*Chelsea*
Roberts, Norman E.	I.E.	*Hartford, Conn.*
Robinson, Arthur, Jr.	Ch.E.	*Arlington*
Robinson, Kenton Edward	C.E.	*South New Berlin, N. Y.*
Roitman, George H.	M.E.	*Dorchester*
Ross, John Stuart	C.E.	*West Roxbury*
Rowntree, John	Ch.E.	*Medford*
Sampiere, John	E.E.	*Wakefield*
Santiago, Florencio	E.E.	*Poughkeepsie, N. Y.*
Santos, George Joseph	E.E.	*Newport, R. I.*
Sarantis, Timothy T.	Ch.E.	*Lowell*
Saulnier, Francis Joseph	E.E.	*Haverhill*
Saxe, Robert Keith	E.E.	*South Braintree*
Sayer, Jonathan Evans	M.E.	*Westtown, N. Y.*
Schaeffer, Theodore	M.E.	*Melrose*
Scheer, Joseph	Ch.E.	*New York, N. Y.*
Schunder, George D.	C.E.	*Great Barrington*
Scott, Kenneth Robert	E.E.	*Saxonville*
Scranton, Ellsworth O'Brien	M.E.	*Lynn*
Sepinuck, Nathan	Ch.E.	*Brighton*
Sepsenwal, Isadore Irwin	Ch.E.	*Lorain, Ohio*
Shapiro, Jacob	C.E.	*Salem*
Shapiro, Morris	C.E.	*Salem*
Sherlock, Johnathan William	Ch.E.	*Milton*
Sherry, Charles E., Jr.	C.E.	*Boxboro*
Shimer, Richard Burton	E.E.	*Wurtsboro, N. Y.*
Shippee, Allen C.	I.E.	*Gardner*
Silver, Hyman S.	E.E.	*Beverly*
Small, Wesley Vincent	C.E.	*Fairhaven*
Smith, William Armstrong	M.E.	*Brookline*
Sorensen, George T.	C.E.	*East Boston*
Spencer, Ernest Lincoln	C.E.	*Norwood*
Spencer, Stanley G.	E.E.	*Boston*
Standish, Edward K., Jr.	C.E.	*Stoughton*
Stead, Harold L., Jr.	M.E.	*Mirror Lake, N. H.*
Stead, William Holdsworth	C.E.	*North Andover*
Stepat, Walter	I.E.	*Braintree*
Stevenson, Robert Louis	M.E.	*Lynn*
Stickney, Morgan A.	M.E.	*Plymouth, N. H.*
Stronach, George Estelow	E.E.	*Wethersfield, Conn.*
Sudrabin, Leon Peter	Ch.E.	*Roxbury*
Swain, Kenneth W.	M.E.	*Melrose*
Sweeney, John Anthoney	Ch.E.	*Leominster*
Taylor, Clement F.	E.E.	*Randolph*
Taylor, William Hubert	C.E.	*Boston*
Temple, George Augustus	Ch.E.	*Woburn*
Thompson, Dana S.	I.E.	*Georgetown*
Thompson, Fred Binns	E.E.	*Maynard*
Tobin, Elwin Merrill	C.E.	*Lynn*
Towers, Kenneth Thatcher	E.E.	*Brockton*

NAME	DEPT.	HOME ADDRESS
Urmson, William G., Jr.	Ch.E.	*New Haven, Conn.*
Van Buren, Darrell	M.E.	*Stottville, N. Y.*
Vasilopoulos, James George	C.E.	*Lynn*
Vinal, Frank Edward Ferdinand	C.E.	*Scituate*
Waldron, Fred S., Jr.	E.E.	*Brockton*
Wallace, Thomas M.	E.E.	*Attleboro*
Wallin, Carl Alfred	Ch.E.	*Randolph*
Warchol, Michael Frank	E.E.	*Haverhill*
Warnefeld, George H., Jr.	E.E.	*Jackson Corners, N. Y.*
Webster, Willard C.	Ch.E.	*Barton, Vt.*
Wennberg, John Frederick	M.E.	*Quincy*
Wernick, Hymie	E.E.	*Holyoke*
Wharton, Elmer W., Jr.	M.E.	*Somerville*
Whitcomb, Squire L., Jr.	M.E.	*Melrose*
White, William Thomas	E.E.	*East Milton*
Whitney, Charles Albert	E.E.	*Beverly*
Wiederkehr, Byron Joseph	Ch.E.	*Revere*
Wilcox, Robert Wesley	C.E.	*Framingham*
Wilder, Bernard Paxton, Jr.	M.E.	*Norwichtown, Conn.*
Wilder, Henry Cushing	M.E.	*Lawrence*
Williams, Edwin Thayer	M.E.	*Quincy*
Willis, Jesse G., Jr.	M.E.	*Waltham*
Wise, Alfred James	M.E.	*Taunton*
Wiseman, John F.	M.E.	*Malden*
Wizes, Peter I.	E.E.	*Binghamton, N. Y.*
Wood, Kenneth Wyman	E.E.	*West Roxbury*
Woodman, Charles K.	E.E.	*Beverly*
Zaichuk, Edward J.	C.E.	*Somerville*
Zagalsky, Isidore	E.E.	*Ferndale, N. Y.*
Zalner, Walter Joseph	E.E.	*Boston*
Zocchi, Peter Louis	C.E.	*Framingham*

DIVISION B FRESHMEN

NAME	DEPT.	HOME ADDRESS
Aborjaily, Frederick C. J.	M.E.	*Boston*
Acone, Modestino John	I.E.	*Boston*
Adley, Frank Edgar	M.E.	*Brookline*
Amico, Salvatore Francesco	Ch.E.	*Boston*
Amidon, Roger Woodruff	Ch.E.	*Saugus*
Anderson, George McLellan	I.E.	*Marblehead*
Anderson, Karl Olaf	E.E.	*West Roxbury*
Bailey, Chester Otis	M.E.	*Craftsbury Common, Vt.*
Baptiste, Louis	Ch.E.	*Gloucester*
Barrett, Joseph F.	C.E.	*Norwood*
Barry, Francis John	M.E.	*Malden*
Barth, William E.	E.E.	*Tuxedo Park, N. Y.*
Bartlett, Francis A.	Ch.E.	*Rowley*
Bates, Ralph Waldo	C.E.	*East Granby, Conn.*
Beane, Carleton Chester	C.E.	*Dorchester*
Beck, Frank Victor	C.E.	*Chelsea, Vt.*
Beden, Moses	M.E.	*Lynn*
Begg, George Jaffray, Jr.	C.E.	*Belmont*
Bender, Max	Ch.E.	*Dorchester*

NAME	DEPT.	HOME ADDRESS
Bennett, Albert T.	C.E.	*Providence, R. I.*
Bergstrom, Richard George	C.E.	*Lynn*
Bessin, Harold E.	E.E.	*Dorchester*
Bik, Stephen	E.E.	*Taunton*
Blais, Charles Adrian, Jr.	Ch.E.	*Winthrop*
Blais, Louis A., Jr.	E.E.	*Cambridge*
Brown, Kirkwood Burleigh	C.E.	*Waban*
Brudzynski, Edwin T.	C.E.	*Salem*
Budneffsky, Max Simon	Ch.E.	*Chelsea*
Burstein, Hyman	C.E.	*Chelsea*
Butler, Richard King	C.E.	*Swampscott*
Caldwell, Charles George Winter	C.E.	*Somerville*
Campbell, George D., Jr.	C.E.	*Poughkeepsie, N. Y.*
Caton, Alfred Dent	E.E.	*East Weymouth*
Chalupowski, Chester	E.E.	*Salem*
Chapin, Edward Newton	C.E.	*Chicopee*
Cheney, Raymond H., Jr.	C.E.	*Salem*
Cicchetti, Alfred Gulio	C.E.	*Beverly*
Clapp, Roger J.	E.E.	*Framingham*
Clark, Frank Henry	E.E.	*Brighton*
Clark, Vernon Sherman	C.E.	*Wenham*
Clough, Alfred	C.E.	*Charlotte, Vt.*
Cobb, Joseph C.	C.E.	*Lowell*
Cohen, Samuel P.	C.E.	*Dorchester*
Coleman, Edward Joseph	Ch.E.	*West Roxbury*
Conlee, Van Wyck Burt	C.E.	*Schuylerville, N. Y.*
Connolly, Charles E.	C.E.	*Quincy*
Cooke, Stanley Emmonds	E.E.	*Lynn*
Cookson, John Willard	E.E.	*Needham*
Corey, George	E.E.	*Salem*
Cornell, Marvin R., Jr.	C.E.	*Providence, R. I.*
Cox, Robert	Ch.E.	*Winchester*
Crafts, Addison Ralph	M.E.	*Braintree*
Crawford, Harold Anthony	E.E.	*Cambridge*
Crocker, Albert Henry	C.E.	*Everett*
Croudis, Bernard William	I.E.	*Yarmouth, Me.*
Curran, Kenneth E.	E.E.	*Littleton, N. H.*
Cutler, Leonard Bernard	E.E.	*Boston*
Dana, Benton Patterson	M.E.	*Lynn*
Day, Edward James	Ch.E.	*Westerly, R. I.*
Day, John T.	C.E.	*Jamaica Plain*
Dean, James L., Jr.	M.E.	*Waterville, Me.*
DeFilippo, Armando	E.E.	*New Haven, Conn.*
DeFranco, Joseph T.	C.E.	*Roslindale*
DeGiacomo, Anthony M. Joseph	M.E.	*Brighton*
DeStefano, Ralph Joseph	C.E.	*West Roxbury*
DiFabio, Mario	C.E.	*Brighton*
DiGiamberardino, Ralph	Ch.E.	*Lynn*
DiPasqua, Ferdinand Joseph	I.E.	*Brockton*
Disston, Raymond James	Ch.E.	*Arlington Heights*
Domblatt, Frank	M.E.	*Worcester*
Dornlas, Edward, Jr.	E.E.	*South Boston*
Dow, Edgar Dwelley	M.E.	*Providence, R. I.*
Downey, Arthur Andrew	C.E.	*Roxbury*
Driscoll, Joseph P.	C.E.	*Allston*
Dudley, John Syril	M.E.	*East Douglas*
Dunham, Gordon Howes	E.E.	*South Londonderry, Vt.*

NAME	DEPT.	HOME ADDRESS
Eddy, Elmer Hermon	C.E.	*West Wardsboro, Vt.*
Ellard, Howard Wilbur	E.E.	*Medford*
Engdahl, Eric Alfred	Ch.E.	*Worcester*
Ercolini, Arthur Peter	C.E.	*Somerville*
Estes, Lincoln Smith	C.E.	*Windsor*
Falcione, Alfred M.	E.E.	*Boston*
Farrar, Frank Francis	E.E.	*Waltham*
Farrow, Hollis L.	M.E.	*Lynn*
Farwell, Warren Gregory	E.E.	*Hyde Park*
Finlayson, Raymond A.	C.E.	*West Roxbury*
Fisher, Malcolm Grover	E.E.	*Jamaica Plain*
Foster, George Sumner	M.E.	*Stonington, Me.*
Foster, Jack Walter	Ch.E.	*Winthrop*
Fountain, Lloyd Edward	M.E.	*Holden*
Freeman, Fred LeGrand	M.E.	*Rome, N. Y.*
French, Donald Harmon	M.E.	*Pomfret Center, Conn.*
Fuller, Jack C.	I.E.	*Whitinsville*
Gallagher, John J., Jr.	C.E.	*Winthrop*
Gallison, David Whiting	C.E.	*Hancock, Me.*
Gilman, John Stafford, Jr.	Ch.E.	*Rumford, Me.*
Gitelson, Samuel	C.E.	*Waverley*
Goodwin, Philip	Ch.E.	*Dorchester*
Gordon, Alexander Sydney	C.E.	*Revere*
Govoni, Edmund Edward	Ch.E.	*Somerville*
Grant, Harvey Edward	E.E.	*Auburn, Me.*
Grant, Herbert Charles	E.E.	*Harvard*
Greenbacker, Florian William	E.E.	*Middlefield, Conn.*
Gregorieff, Alexander, Jr.	C.E.	*Hartford, Conn.*
Gridley, Boyd W.	Ch.E.	*Weymouth*
Hadley, Roger W.	M.E.	*Needham*
Haggerty, Thomas Joseph, Jr.	C.E.	*Framingham*
Hall, Roswell G., Jr.	M.E.	*Dorchester*
Hall, Roland Stanley	E.E.	*Farmington, Me.*
Hallett, Kenneth T.	C.E.	*Wellesley Hills*
Hanna, Habeeb	C.E.	*Boston*
Hansson, Harry August	M.E.	*Dauphin, Pa.*
Harrington, Donald Amos	M.E.	*Hillsboro, N. H.*
Harris, Samuel R.	M.E.	*Brookline*
Haskell, John Leighton	C.E.	*Beverly*
Hayden, Clyde Goodenough	M.E.	*Norwich, Conn.*
Hellmer, Carl M.	E.E.	*Saugus*
Hemming, George Thomas	C.E.	*Needham*
Hetherington, James G.	M.E.	*Methuen*
Hixon, Laurence Wilson	E.E.	*Norton*
Hoadley, Randall Lewis	E.E.	*Guilford, Conn.*
Hochberg, Ira	Ch.E.	*Roxbury*
Horzempa, Stanley William	C.E.	*North Monmouth, Me.*
Howard, William N., Jr.	M.E.	*Belmont*
Howe, Nathaniel Houghton	E.E.	*Ashland, Me.*
Hull, Robert H.	E.E.	*Maynard*
Hunter, Norman	I.E.	*Saxonville*
Imlay, Frederick Horace	M.E.	*Haverhill*
Jackson, Robert Copeland	I.E.	*Brockton*
James, Carlton Frazier	M.E.	*Rome N. Y.*
Jameson, Frank George	C.E.	*East Milton*
Jamieson, Bradford	M.E.	*Springfield*
Jamison, William D., Jr.	C.E.	*Wyomissing, Pa.*

NAME	DEPT.	HOME ADDRESS
Johnson, Oscar H.	C.E.	*Roxbury*
Johnson, Philip Dodge	M.E.	*West Medford*
Jones, William Henry	C.E.	*Melrose*
Judge, Thomas Bartholomew	C.E.	*Old Orchard, Me.*
Jushkewitz, John	E.E.	*Roslindale*
Juskiewicz, Leo John	Ch.E.	*Somerville*
Kagan, Abraham	M.E.	*New York, N. Y.*
Kalil, Eugene Joseph	Ch.E.	*New London, Conn.*
Kaplan, Jacob	Ch.E.	*Mattapan*
Kaplan, Solomon	E.E.	*Chelsea*
Kenney, Chester A.	C.E.	*Westboro*
Ketchen, Lawrence Lindberg	E.E.	*Medford Hillside*
King, Matthew John	C.E.	*Norwood*
Komich, Albert Joseph	Ch.E.	*South Boston*
Kulak, Stanley	E.E.	*Salem*
Lagg, Edwin Thomas	C.E.	*Dorchester*
Lally, Herbert William	C.E.	*Roslindale*
Landey, Benjamin Mark	Ch.E.	*Roxbury*
Lane, John S.	C.E.	*New York, N. Y.*
Leahy, Philip Cousens	C.E.	*Binghamton, N. Y.*
Leary, Frederick Anthony	E.E.	*Assinippi*
Lender, Albert B.	Ch.E.	*Springfield*
Lewis, John W.	E.E.	*South Easton*
Linda, Arvey Harold	C.E.	*Roxbury*
Lipson, Paul Maurice	Ch.E.	*Pittsfield*
Lisiewicz, Louis Wilbur	C.E.	*Asbury Park, N. J.*
Long, Raymond Guy	C.E.	*Somerville*
Lopez, Joseph Roger, Jr.	I.E.	*Arlington*
Lunt, Clinton Appel	E.E.	*Portland, Me.*
Lynde, Edwin M.	C.E.	*Lowell*
MacDonald, Arthur W.	C.E.	*Graniteville, Vt.*
MacKenzie, Kenneth Ward	E.E.	*Kentville, N. S.*
MacLennan, Walter Ewan	C.E.	*Newton*
MacLeod, Douglas B.	Ch.E.	*Dorchester*
Macomber, Kenneth Norman	M.E.	*Hudson*
Magee, Francis Henry	M.E.	*Wakefield*
Mahoney, William	M.E.	*Charlestown*
Manchester, Clyde Henry	M.E.	*Eastondale*
March, Leonard Earl	I.E.	*Nashua, N. H.*
Marchi, Vincent James	C.E.	*Somerville*
MaruKelli, Armand Ralph	E.E.	*Winthrop*
Matthews, Irving Theodore	Ch.E.	*Charlestown*
Mayberry, Joseph Stuart	C.E.	*Prides Crossing*
McAuliffe, Maurice Francis	E.E.	*Boston*
McAuliffe, Philip	M.E.	*Swampscott*
McEnaney, Joseph P.	E.E.	*West Newton*
McGovern, Francis	C.E.	*Roslindale*
McLean, Arthur Franklin	E.E.	*Raymond, N. H.*
Medaglia, John D.	Ch.E.	*Bradford*
Miller, Robert Chesley, Jr.	Ch.E.	*Melrose Highlands*
Milley, Arthur Thomas	M.E.	*West Lynn*
Miner, Russell Frederick	M.E.	*Concord, N. H.*
Mitchell, Frederick Wallace	M.E.	*Tuxedo Park, N. Y.*
Mockapetris, Vincent Paul	E.E.	*Dorchester*
Monagle, James John	Ch.E.	*Brookline*
Montgomery, Edward Joseph	E.E.	*Lexington*
Moore, Albert R., Jr.	E.E.	*Raymond, Me.*

NAME	DEPT.	HOME ADDRESS
Moore, George Herbert, Jr.	C.E.	*North Quincy*
Moran, John Edwin	Ch.E.	*Somerville*
Morgan, Wayne L.	M.E.	*Framingham*
Morgan, William E.	M.E.	*Hinsdale*
Morse, Robert Armstrong	Ch.E.	*Paxton*
Mortellite, Alfred	M.E.	*Everett*
Nelson, Wilfrid A.	M.E.	*Monument Beach*
Newman, Leslie Eric	Ch.E.	*Malden*
Olcott, Harry D.	C.E.	*Lowell*
Olson, Eric H.	M.E.	*Worcester*
Onoprienka, Francas Thomas	M.E.	*Taunton*
Pabst, Joseph Albert	I.E.	*Dorchester*
Palter, Abraham	M.E.	*Dorchester*
Parnell, John Bayne	Ch.E.	*Springfield*
Pauling, Frederic Walter	Ch.E.	*Leonia, N. J.*
Payne, John	E.E.	*Norwood*
Pearson, Alfred W.	Ch.E.	*East Boston*
Penan, Maurice Philip	E.E.	*Fitchburg*
Perkins, Charles Albert	C.E.	*Harvard*
Phillips, Hugh	M.E.	*Boston*
Pierce, John Randolph	E.E.	*Berlin, N. H.*
Pinto, Benjamin Franklin	C.E.	*Wakefield*
Poole, Arthur	E.E.	*Methuen*
Poole, Robert Freeman	I.E.	*Lynn*
Proctor, Charles Robert	I.E.	*Bedford*
Pugliano, John William	E.E.	*Boston*
Rabinovitz, Hyman	E.E.	*Hartford, Conn.*
Rabinovitz, Philip	E.E.	*Chelsea*
Radden, Chester E.	Ch.E.	*Roslindale*
Ransom, Homer Perry	I.E.	*Oshkosh, Wisconsin*
Redfield, William Alexander	C.E.	*Middletown, N. Y.*
Renchkovsky, Nicholas	E.E.	*Colonie, N. Y.*
Rich, Harold	E.E.	*Roxbury*
Richardson, Herman P. P.	Ch.E.	*Dorchester*
Richardson, James Lamont	C.E.	*Belmont*
Ricker, Frank D.	M.E.	*Everett*
Ricker, John Clark	Ch.E.	*Wakefield*
Riordan, Nelson F.	E.E.	*Gloucester*
Robert, Bernard	Ch.E.	*Manchester, N. H.*
Rollins, Deane Everon	E.E.	*Brunswick, Me.*
Rossetti, Victor L.	M.E.	*Roxbury*
Rowland, Frederick Foster	M.E.	*Bath, Me.*
Russell, Arthur Samuel	I.E.	*Allston*
Safran, Haig	C.E.	*Lynn*
Salaqua, Paul Robert	I.E.	*Boston*
Salidas, Charles	E.E.	*Allston*
Sampson, Minot Edward	M.E.	*Medford*
Sampson, Walter John	M.E.	*Everett*
Sanford, Wilbur T.	E.E.	*Milford, Conn.*
Sanseverino, Raphael J.	E.E.	*Boston*
Sarkisian, Edwin	Ch.E.	*Arlington*
Satenstein, Henry	C.E.	*Malden*
Saxon, Joseph Jerauld, Jr.	M.E.	*Boston*
Scenna, William M.	M.E.	*Melrose*
Schlosberg, Leon Charles	C.E.	*Orient Heights*
Shaw, William Alexander	E.E.	*Dorchester*
Shoher, Harold M.	C.E.	*Roxbury*

NAME	DEPT.	HOME ADDRESS
Short, William Henry	Ch.E.	*Mooers*, N. Y.
Sidebotham, Gordon Lionel	M.E.	*West Newton*
Slater, John Morrison	C.E.	*Lexington*
Smith, George A.	C.E.	*Beverly*
Smith, Merle C.	E.E.	*Melrose*
Snow, Karl Russell	C.E.	*Salem*
Sommers, George Rudolph	M.E.	*Arlington*
Spencer, Herbert Dickson	E.E.	*Belmont*
Staub, Richard William	Ch.E.	*Arlington*
Stearns, Henry Adolphus, Jr.	E.E.	*Hudson*
Stearns, James Frederic	Ch.E.	*Lynn*
Stevens, Floyd Harlow, Jr.	C.E.	*Lacona*, N. Y.
Stewart, John William	C.E.	*Revere*
Stiles, Winthrop Alan, Jr.	M.E.	*Auburndale*
Stone, Raymond Warren	Ch.E.	*Somerville*
Sullivan, Richard G.	C.E.	*Roslindale*
Sussenberger, Frederick	E.E.	*Somerville*
Swanson, Paul Carlton	C.E.	*Reading*
Taylor, Harold Edwin	M.E.	*West Medford*
Taylor, Harold Stanley	I.E.	*Stoneham*
Thompson, Rolland English	I.E.	*Boston*
Torrey, Alden Spear	E.E.	*Scituate*
Towle, Howard Henry	E.E.	*Enosburg Falls, Vt.*
Traynor, Charles Stephen	I.E.	*Arlington*
Utera, Dominic Anthony	E.E.	*South Boston*
Veillette, Raymond Normand	C.E.	*Meriden, Conn.*
Vogel, Eugene J.	E.E.	*Roslindale*
Wagenhnecht, Frank Herman	C.E.	*Rockville, Conn.*
Walsh, Edmund Ambrose	Ch.E.	*Somerville*
Walter, John Edward	E.E.	*Revere*
Waltonen, Paavo Hjalmar	M.E.	*Walpole*
Washburn, Reginald F.	M.E.	*Buzzards Bay*
Welch, Richard Joseph, Jr.	E.E.	*Peabody*
Werlinsky, Hyman	Ch.E.	*Malden*
Westhaver, John Durkee	C.E.	*Melrose Highlands*
Whelan, Edward L.	I.E.	*Waltham*
White, Abiathar, Jr.	C.E.	*Taunton*
White, Robert Kenny	Ch.E.	*Cambridge*
Whitney, Henry Kenneth	E.E.	*Williston, Vt.*
Williams, Gilbert Elwood	C.E.	*Sandy Creek*, N. Y.
Wright, Samuel Herbert	C.E.	*Brookline*
York, Ernest Allen	M.E.	*Somerville*
Zazeski, Theodore Lawrence	E.E.	*Wakefield, Mich.*
Zimmerman, Robert Ernest	Ch.E.	*Allston*

Roster of Students

For the School Year 1931-1932

UPPER CLASSMEN

NAME	DEPT.	YEAR	HOME ADDRESS
Abbott, Frederick E.	Ch.E.	1934	*Falmouth*
Abel, Robert	C.E.	1934	*Mattapan*
Abernethy, David Francis	C.E.	1935	*New Rochelle, N. Y.*
Abisamra, Emil John	M.E.	1934	*Worcester*
Abretti, John L.	E.E.	1932	*Milford*
Acheson, James L.	E.E.	1935	*Somerville*
Ajootian, John Avedis	E.E.	1932	*Providence, R. I.*
Alcorn, Arnold Stuart	M.E.	1932	*Waltham*
Allen, Daniel Warren	C.E.	1932	*Watertown*
Allen, Lloyd McLean, Jr.	C.E.	1934	*Medford*
Allen, Philip	M.E.	1935	*South Hadley Falls*
Allen, Ralph Lewis	M.E.	1935	*Newtonville*
Alley, Milton	M.E.	1934	*LaGrangeville, N. Y.*
Almedia, Joseph Rodriques	Ch.E.	1934	*Ludlow*
Alpert, Joseph	C.E.	1932	*Everett*
Altshuler, Israel Albert	Ch.E.	1932	*Roxbury*
Alves, Francis Joseph	C.E.	1932	*Provincetown*
Ames, Stanley Otis	Ch.E.	1935	*Malden*
Amirian, Ashod Kirkor	E.E.	1935	*Haverhill*
Anderson, Eric E.	E.E.	1932	*Concord, N. H.*
Anderson, Forest Emil	E.E.	1932	*Vinalhaven, Me.*
Anderson, Gordon Campbell	M.E.	1934	*Haverhill*
Anderson, Ronald F.	E.E.	1934	*Brookline*
Anderson, Simon Alfred	Ch.E.	1935	*Peabody*
Andrews, Ellsworth Perry	M.E.	1932	*Belmont*
Andrews, Frank Sydney	Ch.E.	1932	*Woodville*
Andrews, John W.	I.E.	1935	*Rocky Hill, Conn.*
Anthony, Luther Joseph, Jr.	Ch.E.	1934	*Taunton*
Antonievich, Romeo J.	E.E.	1932	*Springfield, Vt.*
Arlio, Dominic C.	E.E.	1932	*Bridgeport, Conn.*
Aronovitz, Herbert I.	Ch.E.	1935	*Chelsea*
Aronson, Melvin O.	I.E.	1935	*Brighton*
Atwood, Earl Bates	I.E.	1934	*Terryville, Conn.*
Atwood, Robert E.	M.E.	1935	*Brockton*
Aubey, Millard Henry	C.E.	1932	*Framingham*
Augustine, Albert James	Ch.E.	1935	*Bridgewater*
Avery, Clarence Edward	C.E.	1934	*New Britain, Conn.*
Babel, Victor J.	Ch.E.	1932	*Norwood*
Baglione, Antonino	C.E.	1935	*Boston*
Baglione, Salvatore Dante	Ch.E.	1935	*Boston*
Bakanauskas, Joseph	Ch.E.	1935	*Haverhill*
Baker, F. Adelbert	E.E.	1935	*Brockton*
Balestrieri, Thomas H.	E.E.	1934	*Allston*
Ballard, Stanley C.	I.E.	1935	*Lexington*
Balmer, Robert R., Jr.	C.E.	1935	*Salem*
Bannister, Dexter E.	E.E.	1932	*Webster*
Barber, Thomas G.	C.E.	1935	*Reading*
Baroni, Quento Louis	C.E.	1935	*Higganum, Conn.*

NAME	DEPT.	YEAR	HOME ADDRESS
Barratt, Joseph Albert	E.E.	1932	*Bridgeport, Conn.*
Barron, Reginald Arnold	C.E.	1935	*Branford, Conn.*
Bassett, Roswell F.	C.E.	1932	*Hyannis*
Bateman, Charles E.	C.E.	1932	*North Stratford, N. H.*
Bates, Albert Sargent	C.E.	1932	*Fairhaven*
Bauer, William Rahn	C.E.	1934	*New Bedford*
Baumgarten, Frederick	M.E.	1932	*Dedham*
Bavley, Harold	Ch.E.	1935	*Mattapan*
Beal, Howard E.	C.E.	1935	*Newtonville*
Bean, Donald Ashton	Ch.E.	1935	*Newburyport*
Bedell, Harry F.	C.E.	1934	*St. James, L. I., N. Y.*
Bedrosian, Peter	E.E.	1932	*Millbury*
Beede, Harry Asel	E.E.	1934	*Atlantic*
Beigbeder, Paul A.	C.E.	1932	*Roslindale*
Belcher, Frank Joy	Ch.E.	1935	*Winthrop*
Bell, Kenneth A.	Ch.E.	1934	*Attleboro*
Belsky, Joseph J.	Ch.E.	1932	*Haverhill*
Benkus, William	M.E.	1932	*Haverhill*
Bennett, Morris Copeland	M.E.	1935	*Cambridge*
Benotti, Alfred	M.E.	1935	*Weston*
Benson, Clarence	C.E.	1935	*Roslindale*
Benson, Gunnar Stuart	C.E.	1932	*Attleboro*
Benson, Henry Albert	E.E.	1934	*West Roxbury*
Benson, Nils Paul Adolf	M.E.	1935	*Milford*
Berly, Irwin Charles	E.E.	1935	*Boston*
Bermingham, Daniel T.	M.E.	1934	*Roxbury*
Bessey, George Sanford	E.E.	1935	*Danvers*
Betts, Henry Taylor	E.E.	1932	*Gloucester*
Bingham, Fletcher H.	I.E.	1932	*Marlboro, N. Y.*
Bishop, Lawrence D.	E.E.	1935	*Saratoga Springs, N. Y.*
Bishop, William E.	C.E.	1934	*Melrose*
Bjuhr, Elzear	E.E.	1934	*Brockton*
Blaisdell, Bruce Donald	M.E.	1935	*Boston*
Blake, John Ronald	I.E.	1934	*Methuen*
Blake, Samuel Francis	I.E.	1932	*Cambridge*
Blanchard, Eugene Smith	M.E.	1932	*Somerville*
Bliss, Hayward Eleazar	C.E.	1935	*Wakefield*
Bloom, Alan Maxwell	M.E.	1935	*Roslindale*
Blumenthal, Irving R.	E.E.	1935	*Dedham*
Bocon, Joseph	C.E.	1934	*Ludlow*
Bocon, Stanley	Ch.E.	1935	*Ludlow*
Bogni, Elvio Joseph	M.E.	1932	*Barre, Vt.*
Bonaccorsi, Thomas E.	Ch.E.	1935	*Lawrence*
Bonanno, Dominic	E.E.	1935	*Lawrence*
Bonin, Henri	Ch.E.	1932	*Boston*
Bonney, Edgar G.	E.E.	1932	*Newton Centre*
Booker, Alfred H.	I.E.	1932	*Lynn*
Booth, George Edmund	Ch.E.	1934	*Ipswich*
Bortone, Caesar Michael	I.E.	1934	*Watertown*
Bozoian, Azad M.	E.E.	1932	*Avon*
Bradford, George Henry, Jr.	C.E.	1932	*North Raynham*
Brandt, Paul	E.E.	1932	*North Easton*
Branzburg, Louis	M.E.	1935	*Brooklyn, N. Y.*
Brooks, Walter G.	E.E.	1935	*Cambridge*
Brousseau, Cedric L.	E.E.	1934	*Boylston*
Brown, Asaph R.	C.E.	1934	*Gardner*
Brown, Charles Henry, Jr.	Ch.E.	1934	*Union, N. J.*

NAME	DEPT.	YEAR	HOME ADDRESS
Brown, Charles Russell	Ch.E.	1935	*Taunton*
Brown, Roger Shaw	C.E.	1932	*Lynn*
Brown, Webster Richardson	Ch.E.	1935	*Fairhaven*
Browning, Harrison O.	E.E.	1932	*Mattapan*
Bruce, Paul W.	E.E.	1934	*Concord*
Brush, Hubert Williams	E.E.	1934	*Brookfield Center, Conn.*
Bryan, Charles F.	E.E.	1935	*Canton*
Buckley, Frank Gardner	C.E.	1935	*Allston*
Burbank, John Hinckley	E.E.	1932	*Amesbury*
Burger, Philetus G.	M.E.	1935	*Staatsburg, N. Y.*
Burke, Dimitre John	M.E.	1935	*West Springfield*
Burnap, Joseph	C.E.	1932	*Millbury*
Burnett, Paul J.	Ch.E.	1932	*Everett*
Burr, Orville Leonard	C.E.	1935	*Chester, Conn.*
Burton, William H., Jr.	C.E.	1932	*Waltham*
Buswick, Edward Walter	Ch.E.	1935	*Athol*
Butler, Walter Everett	C.E.	1934	*New Bedford*
Buzzee, Milo Harrison	E.E.	1935	*Easthampton*
Byrne, Arthur Paul	Ch.E.	1934	*Arlington*
Cahalan, Edward T.	E.E.	1935	*Lee*
Calandrella, Bernardino	M.E.	1932	*Attleboro*
Camerlengo, John Micahel	E.E.	1935	*Cambridge*
Campbell, Lawrence H.	C.E.	1935	*Boston*
Campbell, Samuel Theodore, Jr.	M.E.	1932	*Waltham*
Campbell, Warren M.	C.E.	1934	*Revere*
Canaris, Demetre	C.E.	1935	*Boston*
Capone, L. Louis	C.E.	1935	*Winchester*
Caponigro, Joseph G.	C.E.	1932	*East Boston*
Cappannari, Louis	E.E.	1934	*Plymouth*
Carakatsanos, John M.	E.E.	1935	*Melrose*
Carey, Philip Carr	Ch.E.	1935	*Wellesley Farms*
Cardozo, Harry H.	E.E.	1934	*Woburn*
Carlson, Clifton William	E.E.	1932	*Gloucester*
Carlson, Harry Albin	C.E.	1935	*Lynn*
Carpenter, Alden Plympton	E.E.	1932	*Hingham*
Carroll, Charles Henry	M.E.	1932	*Watertown*
Carroll, Robert Bickford	M.E.	1935	*Randolph*
Caruso, Luigi	Ch.E.	1935	*Newton Center*
Casella, Anthony	C.E.	1932	*Athol*
Cattley, Henry R.	C.E.	1935	*Melrose*
Chamberlain, Robert Francis	Ch.E.	1934	*Boston*
Chapman, Alexander	C.E.	1932	*South Lincoln*
Chase, John Merrill	C.E.	1934	*Newburyport*
Chasse, Charles Joseph	M.E.	1934	*Randolph*
Chaves, Henry	Ch.E.	1934	*Saugus*
Chernack, Stanley I.	M.E.	1935	*Boston*
Chestna, John	E.E.	1932	*Bridgewater*
Chick, Robert E.	C.E.	1932	*Holliston*
Child, Kilburn L.	E.E.	1935	*Brookline*
Chipman, Eldin J.	E.E.	1932	*Framingham*
Christensen, Ralph Christian	M.E.	1932	*North Quincy*
Christlieb, Albert R.	E.E.	1935	*Fruitland Park, Fla.*
Claffee, Robert Arthur	M.E.	1935	*Newton Center*
Clark, John H.	M.E.	1932	*Brockton*
Clark, Jonathan William, Jr.	C.E.	1934	*Middletown, Conn.*
Clark, Raymond Wallace	M.E.	1935	*Gloucester*
Cleveland, Adrian W.	E.E.	1934	*Binghamton, N. Y.*

NAME	DEPT.	YEAR	HOME ADDRESS
Clifton, Herbert H.	E.E.	1935	*Northford, Conn.*
Cobb, Charles Fred	E.E.	1932	*Pepperell*
Coffin, Everett Samuel	M.E.	1932	*East Walpole*
Coffin, Raymond A.	I.E.	1932	*Somerville*
Cohen, Abraham Bernard	E.E.	1932	*Dorchester*
Cohen, Arthur M.	C.E.	1932	*Needham*
Cohen, Philip	Ch.E.	1935	*Dorchester*
Colby, Paul Robert	E.E.	1932	*Lawrence*
Collins, John H.	E.E.	1935	*Dorchester*
Collins, Walter R.	Ch.E.	1934	*Woburn*
Colpitts, Leonard Fraser	M.E.	1932	*Shirley*
Columbo, Frank J.	C.E.	1934	*Forestville, Conn.*
Condon, Eugene B.	C.E.	1932	*Roslindale*
Condon, Theron E.	M.E.	1934	*Merrimac*
Congdon, Frank P., Jr.	Ch.E.	1934	*Charlestown*
Conlin, William Patrick	M.E.	1932	*Windsor, Vt.*
Conner, Wendell Brown	E.E.	1935	*Lyndonville, Vt.*
Constas, Dennis C.	E.E.	1935	*Roxbury*
Conway, John Kenneth	M.E.	1934	*Framingham*
Cookingham, Howard C.	Ch.E.	1934	*Staatsburg, N. Y.*
Cookingham, Sterling H.	M.E.	1935	*Staatsburg, N. Y.*
Cooley, James, Jr.	E.E.	1935	*Ludlow*
Cooper, Norman H.	Ch.E.	1934	*Dorchester*
Copans, Albert	Ch.E.	1932	*Everett*
Copithorne, John Wilbur	C.E.	1932	*Somerville*
Corcoran, Frederick L., Jr.	E.E.	1935	*Arlington*
Cormier, Laurent A.	I.E.	1934	*Hartford, Conn.*
Costello, Christopher	C.E.	1935	*Malden*
Cote, Norman William	M.E.	1934	*Waterbury, Conn.*
Coughlan, Raymond J.	M.E.	1932	*Revere*
Couillard, Paul O.	E.E.	1934	*Graniteville, Vt.*
Coulton, Gordon Sawyer	Ch.E.	1935	*Boston*
Coutts, William D., Jr.	Ch.E.	1932	*Brookline*
Cox, Robert George	C.E.	1934	*Newton Center*
Craig, Roy Hamilton	Ch.E.	1935	*Lynn*
Crawford, Augustine J.	C.E.	1932	*Danvers*
Crawford, Carl Herbert	C.E.	1934	*Framingham*
Creamer, Vincent Ambrose	M.E.	1935	*Watertown*
Crocker, Franklin Dexter	E.E.	1932	*Foxboro*
Crocker, George Desmond	C.E.	1932	*Quincy*
Crocker, Winslow Hallett	E.E.	1935	*Centerville*
Crouch, Charles Wayland	C.E.	1934	*Gardner*
Crowell, Robert I.	E.E.	1932	*Dennis*
Crowther, Donald B.	I.E.	1932	*Beacon, N. Y.*
Cudihy, Edward J.	C.E.	1935	*Marblehead*
Cunningham, Cyrus Tyzzer	M.E.	1934	*Wakefield*
Curewitz, Joseph	E.E.	1934	*Roxbury*
Curren, Gerald W.	E.E.	1935	*North Andover*
Currier, Everett W.	E.E.	1935	*Newburyport*
Curtis, Howard P.	I.E.	1932	*Danvers*
Cyr, Charles Edmond	C.E.	1932	*North Andover*
Dahl, Nathan Reeves	E.E.	1934	*Stratford, Conn.*
Daly, John Anthony	Ch.E.	1935	*Everett*
Dame, Barry T.	I.E.	1934	*Lakeport, N. H.*
Dancewicz, Edward Ludwig	I.E.	1935	*Lynn*
Darling, Claude W., Jr.	E.E.	1932	*Stoughton*
David, Nasin Andrew	Ch.E.	1932	*Boston*

NAME	DEPT.	YEAR	HOME ADDRESS
Davidson, John Edward	Ch.E.	1935	*Salem*
Davidson, Ralph R., Jr.	M.E.	1935	*Dorchester*
Davis, Albert Plummer	I.E.	1935	*Needham*
Davis, Gerald Mangan	Ch.E.	1935	*Cambridge*
Davis, Howard W.	C.E.	1935	*Lynn*
Davis, Noble Louis	M.E.	1934	*Mattapan*
Davis, Robert George	M.E.	1935	*Newton*
Davis, Samuel	E.E.	1935	*Dorchester*
Day, Alfred Vincent	M.E.	1935	*Dorchester*
Day, Russell Bradstreet	E.E.	1935	*Springfield*
Deane, Marcus A.	M.E.	1932	*Whitinsville*
Deans, David, Jr.	E.E.	1934	*Plymouth*
Dearborn, Joseph	C.E.	1935	*Boston*
Debes, Peter	E.E.	1932	*Wollaston*
Decker, Earl A.	I.E.	1932	*Ridlonville, Me.*
DeGrasse, Vinal L.	Ch.E.	1935	*Somerville*
Delano, George W.	I.E.	1934	*Dorchester*
Delforge, Florimond Alden	Ch.E.	1935	*Haverhill*
Delp, Samuel Deane	Ch.E.	1935	*Coxsackie, N. Y.*
Demers, Ernest	C.E.	1934	*Holliston*
Denbroeder, Russell Atherton	C.E.	1935	*South Weymouth*
Deneen, George Everett	E.E.	1934	*Fitchburg*
Dennett, Charles A.	M.E.	1932	*Plymouth*
Denton, James F.	C.E.	1935	*West Concord*
Denzler, Walter, Jr.	M.E.	1935	*Jamaica Plain*
DeSerio, James Nicolas	C.E.	1935	*Baldwinsville, N. Y.*
Dew, Edward N.	C.E.	1932	*Torrington, Conn.*
Dezell, James M.	E.E.	1932	*Lynn*
DiCarlo, Frank W.	C.E.	1934	*South Boston*
Dildilian, Ara T.	Ch.E.	1932	*Piracus, Greece*
Dinerstein, Nathan	Ch.E.	1934	*Colchester, Conn.*
Disken, Roger P.	C.E.	1932	*West Concord*
Diskin, Martin J.	M.E.	1932	*Concord*
Doddis, Albert Joseph	Ch.E.	1934	*Medford*
Doering, H. William	Ch.E.	1934	*Boston*
Doherty, Francis D.	E.E.	1935	*Groton, Conn.*
Dondero, Mark J., Jr.	I.E.	1935	*Medford*
Donnelly, Charles John	M.E.	1935	*New Bedford*
Donovan, Alfred Joseph	Ch.E.	1935	*Salem*
Douglas, Isaiah Edgar	M.E.	1934	*Brunswick, Me.*
Downey, Paul J.	Ch.E.	1934	*Boston*
Doyle, Francis Timothy	C.E.	1935	*Lawrence*
Drake, Edward P.	E.E.	1935	*West Lebanon, N. H.*
Draper, Harold E.	C.E.	1935	*Wayland*
Dresser, Kenneth B.	M.E.	1932	*East Walpole*
Drinkwater, Kenneth Charles	Ch.E.	1934	*Taunton*
Dudley, Alden Woodbury	M.E.	1935	*Swampscott*
Dunlap, Arthur Prescott	I.E.	1932	*Framingham*
Dunning, Richard Lewis	C.E.	1935	*Greenwich, N. Y.*
Dunston, Hubert W.	M.E.	1935	*Watertown*
Durfee, Lester Alton	C.E.	1932	*Fairhaven*
Dutra, Francis Howard	C.E.	1935	*Middletown, R. I.*
Dwyer, Orrington Embry	Ch.E.	1934	*Dorchester*
Dyer, William Granger	C.E.	1935	*Allston*
Dzingelevich, Victor Stanley	Ch.E.	1935	*Haverhill*
Eakins, Jesse Walter	E.E.	1932	*Boston*
East, George H.	M.E.	1934	*Dorchester*

NAME	DEPT.	YEAR	HOME ADDRESS
Eckhoff, Theodore B.	I.E.	1935	*Saugerties, N. Y.*
Edwards, Edwin Augustus, Jr.	C.E.	1935	*Beverly*
Edwards, Russell G.	Ch.E.	1935	*West Somerville*
Eggleston, Howard N.	C.E.	1932	*Baldwinsville, N. Y.*
Ek, Eldon Howard	E.E.	1934	*Brockton*
Elkerton, Alan C.	Ch.E.	1935	*West Roxbury*
Empsall, Richard Duckworth	E.E.	1934	*North Wilbraham*
Erickson, Everett Albin	M.E.	1932	*Danvers*
Ericsson, Eric O.	C.E.	1935	*Dedham*
Eurenius, Carl Willard	Ch.E.	1934	*Swampscott*
Evans, Donald B.	C.E.	1935	*Everett*
Everett, Donald Stanwood	M.E.	1935	*Everett*
Everett, Elmer H.	M.E.	1934	*Everett*
Fairbank, Franklin Nealley	Ch.E.	1934	*Hopedale*
Falt, James A.	E.E.	1932	*Quincy*
Farrell, Walter J.	M.E.	1932	*Lowell*
Farwell, Elliot C.	C.E.	1934	*Wakefield*
Farwell, Lovell H.	E.E.	1934	*Fitchburg*
Faunce, Neil B.	C.E.	1935	*North Abington*
Feener, Sidney Lewis, Jr.	Ch.E.	1934	*Gloucester*
Fekete, Rudolph	E.E.	1935	*Bridgeport, Conn.*
Feldman, Harry R.	E.E.	1932	*Framingham*
Feldman, Louis	C.E.	1932	*Chelsea*
Fenlason, Amos Harold	Ch.E.	1934	*Medford*
Ferry, Donald G.	I.E.	1935	*West Hartford, Conn.*
Fiekers, Edmund J.	Ch.E.	1934	*Cambridge*
Finocchio, Anthony A.	M.E.	1935	*Danvers*
Fisk, Thacher H.	C.E.	1932	*Natick*
Fite, Richard L., Jr.	I.E.	1935	*Nahant*
Flavin, William T.	M.E.	1932	*Arlington*
Flynn, James Campbell	M.E.	1934	*Taunton*
Fogil, Kenneth B.	M.E.	1934	*East Hartford, Conn.*
Folan, William Joseph	Ch.E.	1934	*Pittsfield*
Foley, Harold Walter	E.E.	1932	*Everett*
Foley, Paul J.	M.E.	1932	*Dorchester*
Fornell, Rudolph Enoch	Ch.E.	1932	*Quincy*
Forster, Harry Lee	E.E.	1934	*Rochester, N. Y.*
Foss, Frank Elder	I.E.	1935	*Carlisle*
Foster, Frank Keyes	I.E.	1932	*Dorchester*
Foster, Raymond Faunce	E.E.	1934	*South Hanson*
Foster, Raymond H.	M.E.	1932	*Norton*
Franklin, George A.	E.E.	1934	*Roxbury*
Freiheit, John L.	C.E.	1932	*Shelton, Conn.*
Frenning, Carl Joseph	Ch.E.	1935	*Boston*
Friend, Merrill Nash	Ch.E.	1934	*Gloucester*
Friensehner, August Victor, Jr.	I.E.	1932	*Attleboro*
Frost, Herman H.	M.E.	1932	*Windsor, Vt.*
Gaffney, Francis J.	E.E.	1935	*Winchester*
Galassi, Francis J.	C.E.	1935	*Boston*
Galper, Isadore	I.E.	1935	*Salem*
Gardner, John MacDonald	M.E.	1934	*Newton Center*
Gates, Charles William	Ch.E.	1935	*Medford*
Geckler, Vernon C.	E.E.	1932	*Springfield*
Gelas, Marius J.	I.E.	1934	*Quincy*
George, Richard Winthrop	Ch.E.	1934	*Malden*
Gervais, Wilfrid A.	E.E.	1934	*Brunswick, Me.*
Geyer, Bradford Pearson	Ch.E.	1935	*Roslindale*

NAME	DEPT.	YEAR	HOME ADDRESS
Giacalone, Benedict	C.E.	1932	*New York, N. Y.*
Gianovkos, Charles P.	C.E.	1935	*Haverhill*
Gibbs, Arthur Freeman, Jr.	Ch.E.	1935	*Brockton*
Gifford, Alliston Miller	M.E.	1932	*East Saugus*
Giglio, Victor	M.E.	1935	*Lawrence*
Gillespie, Maurice E.	M.E.	1932	*Derry, N. H.*
Gilman, A. Alvah	Ch.E.	1934	*Waterville, Me.*
Gilman, Paul Franklin	C.E.	1934	*Norfolk Downs*
Gilson, Kenneth Holden	C.E.	1932	*Stoneham*
Gledhill, Edwin	Ch.E.	1935	*Keene, N. H.*
Goeller, Edward A.	E.E.	1934	*East Milton*
Gold, Israel	C.E.	1932	*Revere*
Goldman, David	Ch.E.	1935	*Chelsea*
Goldstein, Samuel	Ch.E.	1935	*Roxbury*
Goodchild, Harry M.	M.E.	1935	*Haverhill*
Goodman, Louis	E.E.	1934	*Chelsea*
Goodridge, Daniel M., Jr.	E.E.	1935	*Newton*
Goodstine, Herman	E.E.	1932	*South Manchester, Conn.*
Goodwin, Ernest Roland	C.E.	1932	*Lynn*
Gorbunoff, Alex	E.E.	1932	*Quincy*
Gordon, John Herbert	M.E.	1934	*Bradford*
Gordon, Kendall William	E.E.	1934	*Lowell*
Gorton, William G.	E.E.	1932	*Rochester, N. Y.*
Goss, Arlan R.	Ch.E.	1932	*Orange*
Gounaris, Basil V.	M.E.	1935	*Watertown*
Grabau, Walter G.	E.E.	1934	*Hyde Park*
Grandone, Joseph	Ch.E.	1934	*Oxford*
Grant, Ernest Mitchell	Ch.E.	1932	*Stoughton*
Gray, Herbert D., Jr.	C.E.	1934	*Rockport*
Gray, Howard Allen	Ch.E.	1934	*Woburn*
Greenbaum, Rubin	E.E.	1932	*Hartford, Conn.*
Greenberg, Yale J.	M.E.	1932	*Dorchester*
Greenough, Harold F.	I.E.	1932	*West Somerville*
Greenwald, Clarence	I.E.	1934	*Monticello, N. Y.*
Grella, Edmund J.	E.E.	1932	*East Boston*
Griffin, Francis J.	Ch.E.	1935	*Cambridge*
Griswold, Lee V.	E.E.	1932	*Terryville, Conn.*
Gronlund, Oscar E.	M.E.	1935	*Putnam, Conn.*
Grossman, Jacob	Ch.E.	1934	*Portsmouth, N. H.*
Grosz, John Joseph	Ch.E.	1934	*Adams*
Guilfoyle, Daniel Laurence	Ch.E.	1934	*Revere*
Gurske, Harry Gustav	M.E.	1935	*Bristol, Conn.*
Gustafson, Roy M.	Ch.E.	1932	*Worcester*
Gustina, Nicholas D.	I.E.	1932	*Rochester, N. Y.*
Habib, George Francis	E.E.	1935	*Lawrence*
Haendler, Helmut M.	Ch.E.	1935	*West Roxbury*
Hagelston, Paul J. D.	Ch.E.	1935	*Dorchester*
Hager, Sterling B.	M.E.	1935	*West Acton*
Haines, Donald Olin	M.E.	1934	*Hartford, Conn.*
Haley, Richard F.	I.E.	1934	*Boston*
Hall, Frederick	C.E.	1934	*Newport, R. I.*
Hall, Robert A.	C.E.	1935	*Lisbon, N. Y.*
Hamill, Paul J.	E.E.	1935	*Quincy*
Hamilton, Harry R.	C.E.	1932	*Newport, R. I.*
Hammer, Ralph E.	I.E.	1935	*Lynn*
Hamstrom, Rolf Evald	C.E.	1934	*Portland, Me.*
Handly, Russell Edward	Ch.E.	1934	*St. Albans, Vt.*

NAME	DEPT.	YEAR	HOME ADDRESS
Hanna, C. Raymond	E.E.	1932	*Middle Granville, N. Y.*
Hanscom, Matthew Wesley	Ch.E.	1932	*Dorchester*
Hanson, Frederick W.	Ch.E.	1934	*Cliftondale*
Hanson, Richard Butler	E.E.	1935	*Cambridge*
Hanson, Wilrose John	M.E.	1932	*Marlboro*
Harris, Sydney Preston	M.E.	1935	*Auburndale*
Haskell, Nelson Jewett	M.E.	1935	*South Paris, Me.*
Hastings, Arthur Gordon	Ch.E.	1934	*Orange*
Hatch, Herbert Franklin, Jr.	C.E.	1932	*Dorchester*
Hatch, Robert Leslie	C.E.	1935	*Ayer*
Hautala, Matt Armo	E.E.	1934	*Pigeon Cove*
Hayden, Jesse Lloyd	M.E.	1934	*Norwich, Conn.*
Hayden, Kenneth French	Ch.E.	1932	*South Braintree*
Haynes, Burnett Quincy	M.E.	1934	*Lebanon, N. H.*
Heffer, Roy W.	C.E.	1932	*Rochester, N. Y.*
Helenek, George Paul	C.E.	1935	*Higganum, Conn.*
Henderson, Ernest D.	E.E.	1934	*Northport, N. Y.*
Heney, Deeb G.	I.E.	1935	*Boston*
Hennings, Wilbur	M.E.	1934	*West Roxbury*
Henrickson, Leon Alexander	Ch.E.	1934	*Granby, Conn.*
Henriksen, Francis	M.E.	1932	*Canton*
Henry, Allan Russell	M.E.	1935	*West Warwick, R. I.*
Herder, Frederick Charles, Jr.	E.E.	1935	*Holyoke*
Herlich, William	I.E.	1932	*Lynn*
Hermans, Carl Edwin	E.E.	1935	*Worcester*
Hervey, Charles D.	E.E.	1932	*Wollaston*
Hey, John A.	M.E.	1932	*Lawrence*
Hibbard, Ralph G., Jr.	M.E.	1935	*Atlantic*
Hilliard, Alton Marshall	M.E.	1932	*Claremont, N. H.*
Hillman, Paul	I.E.	1935	*Barre*
Hinckley, Arnold Craig	C.E.	1932	*Bluehill, Me.*
Hinckley, Everett W.	C.E.	1932	*Brockton*
Hipple, Richard William	E.E.	1935	*York, Pa.*
Hoar, William A.	Ch.E.	1934	*Salem*
Hodgdon, Lester I.	M.E.	1932	*Wollaston*
Hodgdon, Wilbur F	M.E.	1935	*Wollaston*
Hodgson, Albert E.	C.E.	1932	*Methuen*
Hodsdon, Albert Edward	E.E.	1935	*Yarmouth, Me.*
Holcombe, William F.	C.E.	1932	*Hopewell, N. J.*
Holland, Gordon E.	E.E.	1932	*Quincy*
Hollinshead, George F., Jr	C.E.	1934	*Quincy*
Holmes, Arthur N.	E.E.	1935	*Norton*
Holmes, Burton Elliot	E.E.	1932	*Farley*
Holmquist, Harold H.	M.E.	1932	*Quincy*
Holt, Alden Lyman	Ch.E.	1934	*Erving*
Homelson, Joseph	C.E.	1932	*Hartford, Conn.*
Hopkins, David Michael	C.E.	1932	*Concord*
Horton, Arthur M.	M.E.	1934	*Dedham*
Howe, Hartwell Goddard	M.E.	1935	*Worcester*
Howe, Waldo A.	E.E.	1932	*Atlantic*
Hoye, John Patrick	E.E.	1934	*Weston*
Hoyt, Alvah William	M.E.	1932	*Newburyport*
Hubbard, Robert M.	M.E.	1932	*Middletown, Conn.*
Hubert, Edgar F.	E.E.	1934	*Framingham*
Hubley, Earl A	M.E.	1934	*Dorchester*
Huse, Lester C.	I.E.	1935	*Randolph, Vt.*
Hutchins, Ellery Howe	C.E.	1935	*Danvers*

NAME	DEPT.	YEAR	HOME ADDRESS
Hutchinson, Harvey Atwood	Ch.E.	1934	*Holbrook*
Iadarola, Louis J.	C.E.	1934	*Milford*
Irving, Ralph F., Jr.	E.E.	1935	*Medford*
Israel, Abraham Isaac	E.E.	1932	*Dorchester*
Jackson, Robert John	Ch.E.	1932	*Thompsonville, Conn.*
Jackson, Thomas	C.E.	1934	*South Hadley Falls*
Jackson, William Charles	C.E.	1932	*Attleboro*
Jacobs, Elmer Wallace	I.E.	1935	*Needham*
Jacobsen, Norman R.	E.E.	1935	*Arlington*
Jacobson, Carleton Stanley	C.E.	1934	*North Easton*
James, Raymond W.	Ch.E.	1932	*Augusta, Me.*
Jameson, John Alexander	M.E.	1934	*Saugus*
Jaynes, Walter Henry	M.E.	1935	*Belmont*
Jenkins, Ralph Albion	Ch.E.	1935	*Stoneham*
Jenness, George W.	C.E.	1934	*Hanover*
Jensen, Stanley Francis	E.E.	1932	*Westfield*
Jepson, George Spencer	Ch.E.	1935	*Lynn*
Johannsen, Louis Cornelius	I.E.	1935	*Tottenville, S. I., N. Y.*
Johnson, Albert Edward	E.E.	1932	*Somerville*
Johnson, Carl Harold M.	C.E.	1935	*Lynn*
Johnson, Carl R.	E.E.	1934	*Easthampton*
Johnson, Carlyle R.	E.E.	1932	*Bangor, Me.*
Johnson, Franklin Campbell	C.E.	1935	*Portland, Me.*
Johnson, Frederick Power	M.E.	1935	*Wellesley*
Johnson, Harry F.	C.E.	1935	*Dorchester*
Johnson, Norris R.	E.E.	1932	*Somerville*
Johnson, Orland M.	E.E.	1934	*Winthrop*
Johnson, Roscoe Walter	Ch.E.	1935	*Leominster*
Johnson, Rudolph Arthur	M.E.	1932	*Cliftondale*
Johnson, William E.	E.E.	1935	*Jamestown, R. I.*
Johnston, Joseph T.	M.E.	1932	*Whitinsville*
Jones, Cassius L.	E.E.	1934	*Utica, N. Y.*
Jones, Howard F.	E.E.	1934	*South Acton*
Jorolemon, Harold Clarence	M.E.	1935	*Rochester, N. Y.*
Joseph, George A.	M.E.	1932	*Boston*
Joyce, Joseph A.	Ch.E.	1935	*Bridgewater*
Joyce, Robert A.	Ch.E.	1934	*Whitman*
Jozwicki, Alfons B.	E.E.	1935	*Cambridge*
Kaitz, Simon	E.E.	1934	*Chelsea*
Kaleta, Meroslaw	E.E.	1932	*Everett*
Kamilakis, Minas S.	C.E.	1932	*Boston*
Kane, Kenneth Francis	M.E.	1935	*Wollaston*
Kasson, Charles Le Baron, Jr.	M.E.	1932	*Mattapan*
Katseff, Samuel	C.E.	1934	*Holliston*
Kearsley, Carl William	I.E.	1934	*Waltham*
Keblis, Joseph Jacob	E.E.	1932	*East Weymouth*
Keller, Ralph L.	M.E.	1934	*Winthrop*
Kelley, Charles Merrill	C.E.	1935	*Revere*
Kelliher, James Laurence	E.E.	1932	*Beverly*
Kelly, William H., Jr.	C.E.	1935	*Dorchester*
Kendall, Irving W.	C.E.	1935	*Stoughton*
Kennedy, Joseph Lowell	I.E.	1935	*Pawtucket, R. I.*
Kessell, Clinton Thomas	C.E.	1932	*Fall River*
Kihs, Francis J.	Ch.E.	1935	*Roslindale*
Killer, Kenneth Leslie	E.E.	1932	*Waterbury, Conn.*
Kinsman, Paul Jennings	I.E.	1934	*Harvard*
Kirkland, Alexander	C.E.	1935	*Roslindale*

NAME	DEPT.	YEAR	HOME ADDRESS
Klose, Herbert Charles	E.E.	1934	*Westhampton Beach, N. Y.*
Knowlton, Kenneth Franklin	C.E.	1935	*Natick*
Komich, John B.	C.E.	1932	*South Boston*
Kreusel, Adolf W.	C.E.	1932	*Brighton*
Krysin, Brunslaw	Ch.E.	1934	*Greenfield*
Kulesza, Bronislaus S.	E.E.	1932	*Peabody*
LaBelle, John William	Ch.E.	1932	*Brookline*
LaBelle, Joseph L.	E.E.	1934	*Milton*
Lacava, Philip Joseph	C.E.	1934	*Hartford, Conn.*
Lamb, William Herbert	E.E.	1932	*Greenfield*
Lambert, Romaine Frederick	M.E.	1932	*East Randolph, Vt.*
Lang, Herbert Chester	M.E.	1934	*Greenfield*
Lans, Ahti William	E.E.	1935	*Walpole*
Lantz, Paul L.	M.E.	1934	*Worcester*
Latamore, Berton F.	E.E.	1932	*East Hartford, Conn.*
Lawrence, Gilbert Gardner	I.E.	1934	*Concord*
Lawson, Carl Warren	Ch.E.	1932	*North Easton*
Lawson, Earl R.	E.E.	1934	*Worcester*
Ledgard, Francis H.	C.E.	1932	*Maynard*
Lee, Richard D.	E.E.	1932	*Salem*
Lenehan, Joseph W.	C.E.	1934	*Medford*
Leonti, Patrick Joseph	C.E.	1934	*Boston*
Leshan, Samuel	Ch.E.	1934	*Boston*
Less, Harry	E.E.	1935	*Boston*
Leutsch, Frederick Edwin	M.E.	1935	*West Holyoke*
LeVan, Herman	E.E.	1932	*Watsontown, Pa.*
Lewis, Alfred H.	C.E.	1935	*Acushnet*
Lewis, William Remsen, Jr.	C.E.	1935	*Foxboro*
Liebfried, Lawrence Leslie	M.E.	1934	*Winthrop*
Liehr, Herman Walter	Ch.E.	1932	*Somerville*
Limbacher, Edward J.	I.E.	1935	*New Haven, Conn.*
Lind, Francis T.	M.E.	1934	*Everett*
Lind, John Munroe	C.E.	1935	*Norwell*
Lindsay, Orville D.	C.E.	1932	*Lakeport, N. H.*
Lipman, Louis	I.E.	1932	*Lynn*
Litchfield, Raymond K.	Ch.E.	1932	*Whitman*
Lloyd, Frederick Nelson	I.E.	1935	*Newburyport*
Locke, Edward F.	C.E.	1935	*Canaan, Vt.*
Locke, Irving Howard	I.E.	1934	*South Weymouth*
Locke, Richard MacKay	Ch.E.	1935	*Somerville*
Lockwood, Graydon Frederick	C.E.	1932	*Wethersfield, Conn.*
Lockwood, John Edwin	M.E.	1935	*Waymart, Pa.*
Loftus, Harry P.	C.E.	1934	*Marlboro*
Lombard, Alfred J.	Ch.E.	1932	*Lawrence*
Long, Arthur A.	I.E.	1934	*Watertown*
Lonnberg, Alfred E.	E.E.	1932	*Malden*
Lord, William Edwin	C.E.	1935	*Pittsburg, N. H.*
Loring, Ira R.	C.E.	1932	*Norwood*
Louth, George Daniel	Ch.E.	1932	*Oswego, N. Y.*
Lowe, John Howard	C.E.	1932	*East Lynn*
Lowe, Malcolm G.	I.E.	1932	*Bath, N. H.*
Lundell, Matti J	E.E.	1932	*South Paris, Me.*
Lundgren, W. Whitney	C.E.	1932	*Beverly*
Lynch, Daniel F.	E.E.	1932	*Boston*
Lynch, Donald James	C.E.	1932	*New Britain, Conn.*
Lynch, Thomas J.	Ch.E.	1932	*Jamaica Plain*
Lyons, Robert F.	M.E.	1932	*Marlboro*

NAME	DEPT.	YEAR	HOME ADDRESS
Lyons, Thomas D.	I.E.	1935	*Wayland*
MacAdam, John F. R.	M.E.	1934	*Milton*
Macaione, Joseph J.	C.E.	1934	*Lynn*
MacBrien, Donald E.	Ch.E.	1934	*Haverhill*
MacCuish, W. Francis	E.E.	1935	*Gloucester*
MacDonald, Gilbert G.	I.E.	1932	*Assinippi*
Mack, Milton	C.E.	1934	*Portland, Me.*
MacKenzie, Elmer D.	M.E.	1934	*Chelsea*
MacLean, Robert Campbell	E.E.	1934	*Quincy*
MacLeod, Donald H.	M.E.	1934	*Marlboro*
MacLeod, Hector Ross	C.E.	1935	*Amherst*
MacMillan, Donald Stewart	M.E.	1934	*Dedham*
MacMillan, Robert A.	M.E.	1934	*Medford*
MacNeill, Gordon Everett	E.E.	1932	*Rock*
MacNulty, Victor MacLeod	Ch.E.	1935	*Malden*
Maden, Harold S.	M.E.	1932	*Lynn*
Mael, Marcus H.	E.E.	1932	*Millis*
Magee, Fred M.	M.E.	1934	*Arlington*
Magnani, Frank J.	Ch.E.	1935	*Ashland*
Magnant, Maxwell G.	M.E.	1935	*Franklin, Vt.*
Maguire, Virgil D.	C.E.	1935	*New Britain, Conn.*
Maher, Richard A.	E.E.	1934	*Arlington*
Maino, Alexander Joseph	Ch.E.	1935	*New Bedford*
Malinosky, Kenneth George	M.E.	1932	*Bellingham*
Maloof, Samuel G.	E.E.	1934	*Lawrence*
Mandel, Saul	I.E.	1934	*Hartford, Conn.*
March, Walter C.	I.E.	1935	*Somerville*
Marchese, Joe Henry	E.E.	1935	*Middletown, Conn.*
Marcotte, Ernest Francis	E.E.	1932	*Taunton*
Marston, Charles D.	M.E.	1932	*Boston*
Marston, Warren E.	C.E.	1934	*Boston*
Martelli, Amando P.	C.E.	1932	*Beverly*
Martin, Frederick James	C.E.	1935	*Cliftondale*
Martin, Harold Gordon	C.E.	1932	*Needham*
Martinson, John	I.E.	1935	*Concord*
Mason, William Franklin	Ch.E.	1934	*Saugus*
Massa, Angelo	C.E.	1934	*Beverly*
Mather, George Hardcastle	E.E.	1935	*New London, Conn.*
Matter, Roger E.	E.E.	1935	*Balboa, Canal Zone*
Matthews, Robert Woodrow	E.E.	1935	*Groveton, N. H.*
Matthews, Ruel	C.E.	1935	*Somerville*
Matukas, John Joseph	M.E.	1932	*Readville*
Matyszcsyk, Leopold J.	E.E.	1935	*Worcester*
May, Willard R.	I.E.	1935	*Cohasset*
McArdle, Michael Edward	C.E.	1934	*Great Barrington*
McCarthy, John Richard	M.E.	1935	*Sedgwick, Me.*
McCusker, Raymond G.	E.E.	1932	*Lowell*
McDonald, Alfred	Ch.E.	1935	*Quincy*
McDonough, James M.	C.E.	1934	*Portland, Me.*
McEleney, Edward P., Jr.	E.E.	1935	*Mattapan*
McElhiney, George Herbert	C.E.	1935	*Watertown*
McGirr, John S.	M.E.	1932	*North Quincy*
McKenzie, Daniel Joseph	E.E.	1934	*Waltham*
McKinnon, Paul Schurman	C.E.	1935	*Boston*
McLean, George Knox	Ch.E.	1934	*Winthrop*
McLennan, Clayton M.	C.E.	1932	*Rumford, Me.*
McMahon, Richard Laurence	E.E.	1934	*Taunton*

NAME	DEPT.	YEAR	HOME ADDRESS
McNellis, John A.	E.E.	1932	*Waterbury, Conn.*
McQuaid, John F.	I.E.	1932	*Everett*
McRobert, William Edward	E.E.	1935	*Natick*
McWaters, Frederick S.	Ch.E.	1934	*Boston*
McWilliam, Edward Erskine	M.E.	1934	*Providence, R. I.*
McWilliam, John Robertson	Ch.E.	1932	*Providence, R. I.*
Meakin, John Blanchard	M.E.	1932	*Boston*
Meakin, Lawrence W.	I.E.	1932	*Boston*
Mears, Sherman Russell	M.E.	1934	*Essex*
Medeiros, Joseph L.	E.E.	1932	*Fall River*
Medland, John Andrews	M.E.	1934	*Everett*
Melzard, Douglas E.	Ch.E.	1935	*Swampscott*
Meninna, Joseph A.	C.E.	1934	*Revere*
Meriam, Frank Gilker	I.E.	1935	*Melrose*
Meserve, Lester Donald	E.E.	1932	*Abington*
Messer, Chester Ralph	E.E.	1932	*New London, N. H.*
Messina, John	E.E.	1935	*Revere*
Meszaros, Leslie Joseph Michael	C.E.	1935	*New Haven, Conn.*
Metcalf, John A.	C.E.	1934	*Weld, Me.*
Meyer, Floyd Philip	I.E.	1935	*Dorchester*
Miceli, Leonard J.	E.E.	1935	*Cambridge*
Michelson, Bernard H.	E.E.	1935	*Lynn*
Milbrandt, Gerhardt Walter	M.E.	1935	*Bristol, Conn.*
Mildram, John	C.E.	1935	*Newtonville*
Miles, Horace Shepard	I.E.	1934	*Dorchester*
Miller, Richard C.	M.E.	1932	*Peacham, Vt.*
Millington, Ralph Behall	Ch.E.	1934	*Pittsfield*
Minichiello, Anthony	C.E.	1934	*Revere*
Mitchell, Robert G., Jr.	C.E.	1935	*South Norwalk, Conn.*
Mitchell, Samuel	I.E.	1935	*Pittsfield*
Moberger, William C.	C.E.	1934	*Everett*
Moff, Clarence A.	E.E.	1932	*Ayer*
Moksu, Walter Herman	M.E.	1932	*Cambridge*
Molthman, Max	E.E.	1935	*Stephentown Center, N. Y.*
Mooradian, Shannon	Ch.E.	1935	*Haverhill*
Moore, Harrison H.	M.E.	1934	*Dorchester*
Moore, Raymond J.	M.E.	1935	*Watertown*
Moore, Robert Lowell	E.E.	1932	*Ellsworth, Me.*
Morey, Wyndom Henry	E.E.	1932	*Cummington*
Morison, Kenneth Boswell	E.E.	1934	*East Providence, R. I.*
Mork, Carl Lawrence	C.E.	1932	*East Longmeadow*
Morrill, Ira	Ch.E.	1935	*Warner, N. H.*
Morrill, Laban C.	Ch.E.	1935	*Stoughton*
Morris, Hyman Sinclair	I.E.	1935	*Dorchester*
Morrison, Lawrence P.	I.E.	1935	*Lubec, Me.*
Morse, Thomas Handley	E.E.	1934	*Paxton*
Mostow, John H.	Ch.E.	1935	*Riverhead, N. Y.*
Moulthrop, Charles James	C.E.	1935	*Shelton, Conn.*
Moulton, Wiley D.	M.E.	1932	*Winthrop*
Mucci, Joseph	E.E.	1932	*Malden*
Mullen, Henry Arthur	Ch.E.	1935	*Lawrence*
Munroe, Laurence Mason	E.E.	1935	*Jamaica Plain*
Murch, Harold L.	M.E.	1932	*Hardwick, Vt.*
Murphy, Richard D.	C.E.	1932	*Lynn*
Murray, Edward James	I.E.	1935	*Woburn*
Murray, Vincent Aloysius	Ch.E.	1935	*Boston*
Murtha, Matthew Joseph	I.E.	1935	*Winthrop*

NAME	DEPT.	YEAR	HOME ADDRESS
Myers, William J.	E.E.	1935	*Bemis, Me.*
Nahil, George A.	Ch.E.	1932	*Lawrence*
Napolitano, Albert	E.E.	1935	*White River Jct., Vt.*
Neilson, Howard C.	C.E.	1935	*Saratoga Springs, N.Y.*
Nelson, Gustaf E., Jr.	E.E.	1935	*East Weymouth*
Nelson, Ralph Erastus	Ch.E.	1934	*Watertown*
Nerden, Joseph A.	C.E.	1935	*Dorchester*
Nesvisky, Israel	M.E.	1932	*Mattapan*
Newhall, Ralph Arthur	M.E.	1935	*Lynn*
Nichols, Levi Earl	M.E.	1932	*Enosburg Falls, Vt.*
Nodern, Bernard Joseph	C.E.	1935	*Malden*
Noonan, Paul E.	C.E.	1934	*Waltham*
Norris, George E.	E.E.	1934	*Gloucester*
Northrop, Willard Herbert	E.E.	1932	*Middletown, Conn.*
Norton, Benjamin Elliot	Ch.E.	1935	*Vineyard Haven*
Norton, Clare William	E.E.	1935	*Andover*
Norton, Frank Merry	E.E.	1935	*North Anson, Me.*
Norton, George Kenneth	C.E.	1932	*Granville, N. Y.*
Noyes, Herbert E.	E.E.	1932	*Stonington, Me.*
Noyes, Richard Whitney	I.E.	1935	*Melrose*
Nylander, Wilbur Conrad	C.E.	1934	*Arlington*
Nystrom, Sven A.	M.E.	1932	*Portland, Conn.*
Nyyssonen, Einard	M.E.	1934	*Roxbury*
Oakes, Norman	Ch.E.	1935	*Jamaica Plain*
O'Connor, Daniel J.	E.E.	1932	*South Boston*
Olin, Hilding W.	E.E.	1932	*West Hartford, Conn.*
Olson, George W.	M.E.	1934	*Woburn*
Oosterdiep, Walter J.	E.E.	1932	*Plymouth*
Oranovsky, Alexander	M.E.	1932	*Salem*
Ossinger, George Herbert	M.E.	1934	*South Boston*
Packard, Kenneth Newell	E.E.	1932	*Fairhaven*
Page, Earl H.	C.E.	1934	*Beverly*
Papantonion, George A.	C.E.	1935	*Brookline*
Parker, Oliver E.	M.E.	1934	*Fitchburg*
Parker, Philip B.	I.E.	1932	*Cohasset*
Paroonagian, John G.	C.E.	1935	*Boston*
Parsons, Frederick Lucius	M.E.	1935	*Reading*
Parsons, Howard A.	E.E.	1935	*North Amherst*
Passmore, Earl D.	I.E.	1935	*Batavia, N. Y.*
Patch, Chester Joseph	C.E.	1935	*Ipswich*
Paulson, Howard Ellis	M.E.	1935	*North Andover*
Paxhia, Alphonse A.	Ch.E.	1935	*Rochester, N. Y.*
Pearson, Bernard O.	M.E.	1932	*Brockton*
Pearsons, Calvin Elmer	M.E.	1932	*Burlington*
Peirce, James Benton	E.E.	1934	*Taunton*
Peltier, Wilfred T.	M.E.	1932	*Wollaston*
Peoples, Charles Frederick	C.E.	1935	*Medford*
Pepi, Dominic Louis	M.E.	1935	*Framingham*
Perdriau, Harold Robert	I.E.	1935	*Chelsea*
Periconi, Eugene A.	Ch.E.	1934	*Mamaroneck, N. Y.*
Perkins, Everett F.	C.E.	1934	*Fairlee, Vt.*
Perry, Charles W.	Ch.E.	1934	*Athol*
Perry, John L.	M.E.	1934	*Atlantic*
Petersen, Warren	C.E.	1934	*Haverhill*
Peterson, John William	M.E.	1934	*Stoughton*
Peterson, Robert E.	E.E.	1935	*Danvers*
Peterson, Walter Edmund	Ch.E.	1934	*Orange*

NAME	DEPT.	YEAR	HOME ADDRESS
Peterson, Walter H.	Ch.E.	1934	*Burlington*
Pethybridge, Charles A.	I.E.	1932	*Topsfield*
Petrone, Leonard Frank	E.E.	1935	*Somerville*
Petrosky, George Walter	Ch.E.	1935	*Athol*
Phillips, Charles Alfred	I.E.	1934	*New London, Conn.*
Phillips, Fred Mason	C.E.	1935	*Medford*
Phillips, Ralph Franklin	C.E.	1935	*Everett*
Phyllides, Philip	M.E.	1934	*Haverhill*
Piascik, Stanley John	Ch.E.	1932	*Westfield*
Pickett, John C.	E.E.	1932	*Roxbury*
Pierce, Arthur Jenkins	C.E.	1932	*Montague*
Pietras, Edward	M.E.	1935	*Taunton*
Pike, William W.	C.E.	1932	*Danielson, Conn.*
Pillsbury, Gerald T.	C.E.	1932	*Gorham, Me.*
Pimentel, Fred F.	E.E.	1934	*Quincy*
Pinanski, Melvin	E.E.	1935	*Boston*
Pinard, Roger A	Ch.E.	1935	*Roslindale*
Pinkus, Albert Francis	E.E.	1932	*Worcester*
Pitocchelli, Frank A.	E.E.	1935	*Methuen*
Pittendreigh, Lorrin Malcolm	C.E.	1934	*New Bedford*
Pollay, Harold Alders	Ch.E.	1935	*Swampscott*
Poole, Carl S.	M.E.	1932	*Pemaquid, Me.*
Pope, William C.	I.E.	1935	*Brockton*
Porotti, Rudolph William	C.E.	1935	*Milford*
Porter, Frederick Richard	M.E.	1935	*Milford*
Porter, Merton Earl	Ch.E.	1932	*Medford*
Pothier, Normand Oscar	C.E.	1934	*Haverhill*
Pothier, Walter J.	M.E.	1934	*Everett*
Powell, Arnold Elmore	E.E.	1932	*New Bedford*
Powell, Charles R.	E.E.	1934	*Post Mills, Vt.*
Powers, Donald W.	E.E.	1935	*Framingham*
Pratt, Morton S.	M.E.	1934	*North Plymouth*
Pray, Lester W.	M.E.	1935	*Conway, N. H.*
Presper, Stewart Henry	C.E.	1932	*Wakefield*
Pressey, Raymond Charles	C.E.	1934	*Salem*
Preston, Elbridge Howard	E.E.	1934	*Beverly Farms*
Prince, Robert S.	C.E.	1934	*Danvers*
Procopio, Ralph G.	E.E.	1932	*Montgomery, N. Y.*
Projansky, Henry	M.E.	1935	*Revere*
Provanzano, Francis Anthony	I.E.	1934	*Boston*
Puglisi, Joseph	C.E.	1932	*Hartford, Conn.*
Pugsley, Harold Douglas	Ch.E.	1932	*Waltham*
Quarrell, George, Jr.	M.E.	1935	*Leominster*
Quinnam, C. Jackson	E.E.	1934	*Richmond, Me.*
Rabin, Israel	E.E.	1935	*Merkine, Lithuania*
Racicot, Henry Alexander	C.E.	1932	*Webster*
Rackley, Carle Edward	E.E.	1935	*Sebago, Me.*
Ramey, Edgar M.	Ch.E.	1935	*Roslindale*
Ramirez, Salvatore J. L.	M.E.	1934	*East Boston*
Randall, Harold C.	E.E.	1932	*Everett*
Rapoport, Eugene J.	C.E.	1934	*Dorchester*
Raulins, Kenneth Ray	E.E.	1934	*New Bedford*
Razwad, Alphonse Joseph	M.E.	1935	*South Boston*
Rebert, E. Clair	I.E.	1935	*Hanover, Pa.*
Reed, Raymond A.	E.E.	1934	*Winthrop*
Reich, Elling C.	E.E.	1934	*Dorchester*
Rice, Charles E.	E.E.	1935	*Greenfield*

NAME	DEPT.	YEAR	HOME ADDRESS
Rice, Maurice A.	I.E.	1934	*Concord, N. H.*
Richardson, Elford H.	C.E.	1934	*Clintonville, Conn.*
Richardson, Fred B.	M.E.	1934	*Leominster*
Richardson, William Wooley	I.E.	1934	*Danielson, Conn.*
Rideout, Granville Nutting	C.E.	1935	*Ashburnham*
Rimmer, Stanley Michael	M.E.	1935	*Bristol, Conn.*
Robbins, Richard H.	I.E.	1934	*Torrington, Conn.*
Rock, Eugene T.	Ch.E.	1932	*Malden*
Rockwood, Ernest Brown	I.E.	1934	*West Springfield*
Roganson, Fred Ephriam	Ch.E.	1935	*Short Beach, Conn.*
Rogers, Herbert Edwin	I.E.	1935	*West Somerville*
Rosenfield, William Arthur	E.E.	1934	*Mattapan*
Ross, Herbert Henry	M.E.	1934	*Watertown*
Rossiter, Walter J.	E.E.	1935	*Dorchester*
Rossman, Nathan	C.E.	1934	*Dorchester*
Rowland, Francis C.	M.E.	1935	*Mattapoisett*
Runci, Edward A.	I.E.	1935	*Roxbury*
Rushlow, William E.	E.E.	1932	*Taunton*
Russell, Lester Lynde	C.E.	1935	*Melrose*
Russo, Theodore Ferdinand	M.E.	1935	*Fitchburg*
Ryan, Edmund B.	Ch.E.	1932	*Fitchburg*
Rymph, LeRoy M.	C.E.	1932	*Wappingers Falls, N. Y.*
Safford, Donald P.	M.E.	1935	*Newburyport*
Sampson, Foster E.	M.E.	1934	*Manomet*
Sander, Morris Harry	Ch.E.	1934	*Taunton*
Sanders, Raymond Talcott	I.E.	1934	*Needham*
Sarajian, Asadoor	E.E.	1932	*East Watertown*
Sargent, Edgar P.	C.E.	1934	*Merrimac*
Sargent, Willard C.	E.E.	1932	*Wolfeboro Falls, N. H.*
Sarkisian, Edward	I.E.	1935	*Arlington*
Sarkisian, Harry	C.E.	1934	*Worcester*
Saunders, Richard S.	M.E.	1934	*Swampscott*
Saunders, Samuel E.	E.E.	1932	*Woodfords, Me.*
Sawyer, Winslow A.	I.E.	1935	*Antrim, N. H.*
Schelander, Oscar Edward	E.E.	1935	*Woburn*
Schiavone, Ulderico Michael	C.E.	1935	*Newton*
Schilling, Arthur Gustave	E.E.	1934	*Medford*
Scholnick, Isadore A.	I.E.	1932	*Peabody*
Schow, Arent Bruce	C.E.	1934	*Stratford, Conn.*
Schultz, Reinhard E.	C.E.	1932	*Terryville, Conn.*
Schutte, Herbert	C.E.	1935	*New Canaan, Conn.*
Schwartz, Samuel David	Ch.E.	1932	*Quincy*
Scobie, James Porter	M.E.	1934	*Andover*
Scott, Curtis R.	M.E.	1932	*West Newton*
Scott, Frank Kenneth	E.E.	1932	*Cambridge*
Scott, Thomas Ferdinand	E.E.	1934	*East Weymouth*
Scrivener, Gerald Cooper	C.E.	1935	*Hartford, Conn.*
Seagrave, Harold A.	C.E.	1932	*New London, Conn.*
Seary, Eugene C.	Ch.E.	1934	*Dorchester*
Segall, Arthur Sidney	E.E.	1935	*Dorchester*
Selfridge, Lawrence N.	I.E.	1932	*Arlington*
Sennott, Robert J.	M.E.	1932	*South Boston*
Seppala, Albert Mauno	C.E.	1935	*Gloucester*
Sequeira, Armando Jose	Ch.E.	1935	*New Bedford*
Shanis, Arnold David	E.E.	1932	*Boston*
Shapiro, Goodall	E.E.	1934	*Roxbury*
Shapiro, Yale	C.E.	1934	*Dorchester*

NAME	DEPT.	YEAR	HOME ADDRESS
Shauchunas, Frank Domonic	M.E.	1935	*South Boston*
Shaw, Arthur Charles	Ch.E.	1932	*Brockton*
Shea, Francis L.	Ch.E.	1932	*Lynn*
Shedd, John V.	I.E.	1935	*Medford*
Sheehan, Charles Edward	M.E.	1932	*West Stoughton*
Sheff, Samuel	Ch.E.	1932	*Roxbury*
Shefuga, John Clement	E.E.	1935	*Yonkers, N. Y.*
Shelansky, Peter J.	M.E.	1935	*Haverhill*
Sherys, Alexander Francis	Ch.E.	1932	*Lynn*
Shipp, William H.	E.E.	1934	*Lexington*
Shulman, David	M.E.	1935	*Portland, Me.*
Shuman, Davis	C.E.	1935	*Lawrence*
Sias, Ernest R.	I.E.	1932	*Reading*
Siedel, Dick Winslow	E.E.	1932	*Lindenhurst, N. Y.*
Simpson, Charles Edward	E.E.	1932	*Peabody*
Sineath, Reginald	I.E.	1935	*Cambridge*
Sjostrom, Loren B.	Ch.E.	1935	*Methuen*
Skeirik, Roy M.	E.E.	1932	*Lawrence*
Skendall, John William	I.E.	1935	*Lynn*
Smetonis, Alphonse Bartholomew	C.E.	1932	*Brockton*
Smith, Ernest A.	C.E.	1934	*North Easton*
Smith, Everett	Ch.E.	1934	*Atlantic*
Smith, Frank Theodore	E.E.	1935	*Ipswich*
Smith, Leroy Frank	C.E.	1935	*Dover, N. H.*
Smith, Norman P.	Ch.E.	1932	*Milton*
Smith, Russell Holmes	C.E.	1935	*Attleboro*
Smith, Sydney R.	Ch.E.	1934	*Easton*
Smith, Walter Rogers	Ch.E.	1932	*Winthrop*
Smith, Walter Worcester	E.E.	1932	*Pepperell*
Snow, Elmer Alanson	Ch.E.	1932	*Petersham*
Soderberg, Arthur Lawrence	Ch.E.	1932	*Roslindale*
Soldani, Albert A.	I.E.	1935	*Southbridge*
Somers, Hyman	Ch.E.	1935	*Lynn*
Somers, Louis	I.E.	1935	*Wrentham*
Sommers, Richard A.	E.E.	1935	*Boston*
Soule, Lawrence M.	E.E.	1932	*West Bridgewater*
Soutter, James C., Jr.	Ch.E.	1934	*Swampscott*
Spaulding, Charles Royal	M.E.	1935	*Hudson*
Spencer, Burnett C.	E.E.	1935	*Norton*
Spinelli, John T.	C.E.	1934	*Dorchester*
Stacy, Wendell E.	E.E.	1935	*North Wilbraham*
Standing, Sidney Albert	E.E.	1932	*Wollaston*
Stanford, Gilbert Wilson	E.E.	1934	*Reading*
Staniunas, Anthony J.	E.E.	1935	*Hudson*
Stanley, Joseph M.	Ch.E.	1935	*Hyde Park*
Stanley, Louis Parker, Jr.	E.E.	1935	*Beverly*
Staples, Edmund B.	E.E.	1932	*Winthrop*
Starck, Cecil Ludwig	E.E.	1932	*West Acton*
Stenzel, Erwin F.	E.E.	1935	*Batavia, N. Y.*
Stephenson, William Harold	Ch.E.	1932	*New Bedford*
Sterry, John Marvin	M.E.	1932	*Woodbury, Conn.*
Stevens, Clayton A.	I.E.	1932	*Milford*
Stevens, Donald Belmont	Ch.E.	1934	*Newburyport*
Stevenson, A. Lawrence	Ch.E.	1935	*Groton*
Stevenson, George E.	Ch.E.	1935	*Medford*
Stinchfield, William Belden	Ch.E.	1932	*Whitman*
Stockton, John H.	E.E.	1932	*Danielson, Conn.*

NAME	DEPT.	YEAR	HOME ADDRESS
Stone, Leroy Perham	E.E.	1932	*Keene, N. H.*
Stone, Philip Irving	M.E.	1935	*Everett*
Stone, Robert L.	E.E.	1935	*Andover*
Sturtevant, Kenneth Webster	I.E.	1935	*Whitman*
Sudak, Constantine	I.E.	1935	*Graniteville*
Suk, Joseph J.	E.E.	1934	*Atlantic*
Sullivan, Eugene William	C.E.	1932	*Brockton*
Sutherland, Exiah	C.E.	1935	*Cambridge*
Svedman, Arden E.	E.E.	1934	*Lakewood, N. J.*
Swain, Raymond Harold	E.E.	1932	*Wilmington*
Swanson, Arnold Clifton	E.E.	1932	*East Bridgewater*
Swanson, Carl Roland	M.E.	1935	*Dorchester*
Sweeney, Edward F.	E.E.	1935	*Boston*
Swinerton, Raymond Putnam	M.E.	1932	*Danvers*
Swiniarski, Joseph H.	Ch.E.	1934	*Salem*
Sylvester, Sawyer Frederick	Ch.E.	1932	*Norfolk Downs*
Sypher, Carleton Roy	C.E.	1934	*Everett*
Sztucinski, Walter J.	M.E.	1935	*Haverhill*
Szydlowski, Edward J.	M.E.	1935	*Dorchester*
Szypowicz, William Peter	C.E.	1935	*Cambridge*
Tanzella, Philip	C.E.	1935	*Beverly*
Tarkanian, Jacob	E.E.	1935	*Brockton*
Tarnopol, Milton S.	Ch.E.	1932	*Roxbury*
Taylor, Ainslee Lawson	E.E.	1932	*Winthrop*
Taylor, Frank C.	E.E.	1935	*Fall River*
Taylor, Myron H.	M.E.	1932	*Springfield*
Taylor, William Holbrook, Jr.	M.E.	1934	*Dedham*
Tedesco, Anthony	C.E.	1934	*East Boston*
Tedford, Ralph Wilbur	C.E.	1935	*Salem'*
Tedford, Robert C.	Ch.E.	1935	*Newburyport*
Temple, John Philip	M.E.	1935	*Woburn*
Tewksbury, Arthur Sprague, Jr.	M.E.	1932	*Winthrop*
Thatcher, Harold F.	E.E.	1932	*Somers, Conn.*
Thayer, Frank	E.E.	1934	*Ashfield*
Thomas, Donald J.	C.E.	1932	*Saratoga Springs, N. Y.*
Thomas, Harold R.	I.E.	1932	*Beverly*
Thomas, Stanley Elwin	C.E.	1935	*Lynn*
Thompson, Albert C.	E.E.	1932	*Dedham*
Thompson, Robert Andrew	Ch.E.	1935	*West Enfield, Me.*
Thomson, William Walker	M.E.	1935	*Quincy*
Thorndike, Otis R.	Ch.E.	1935	*Marblehead*
Tiano, Samuel B.	M.E.	1935	*East Boston*
Timper, Norman Frank	C.E.	1932	*Watertown*
Tirri, Vaino A.	C.E.	1934	*Quincy*
Todd, Merton Root	E.E.	1934	*Northampton*
Tolos, Peter Milo	E.E.	1934	*Boston*
Toucey, Richard M.	I.E.	1934	*Stratford, Conn.*
Townes, Winfred Aubrey	E.E.	1935	*Boston*
Townsend, Charles Delmar	M.E.	1934	*Campello*
Tracy, Arthur Vincent	C.E.	1935	*East Boston*
Trafton, James Emery	M.E.	1934	*Rockland, Me.*
Trask, Erwin Shaw	Ch.E.	1932	*Plymouth*
Treadwell, Kilburn B.	Ch.E.	1935	*Dover*
Trought, William	Ch.E.	1935	*New Bedford*
Tuller, William J.	I.E.	1935	*West Hartford, Conn.*
Turner, Henry Albert	E.E.	1932	*Melrose*
Turner, James W.	Ch.E.	1932	*West Newton*

NAME	DEPT.	YEAR	HOME ADDRESS
Turner, Ralph Donald	E.E.	1935	*Wakefield*
Twigg, Richard Wetherell	M.E.	1934	*Wollaston*
Upley, Arnold Simon	E.E.	1935	*Billerica*
Urban, Alexander Paul	C.E.	1932	*Boston*
Urban, Edward C. J.	M.E.	1935	*South Boston*
Uzdavinis, Joseph P.	M.E.	1932	*Haverhill*
Vackert, Carl H.	M.E.	1935	*Dorchester*
Vance, Robert Ramsay	M.E.	1932	*Taunton*
VanDeusen, Edgar J.	E.E.	1934	*Albany, N. Y.*
VanDusen, Edward Bayard	I.E.	1934	*Gorham, Me.*
Vant, Leslie M.	E.E.	1932	*Boston*
VanVessem, George E.	E.E.	1935	*Warwick, N. Y.*
Varrell, Leonard W.	Ch.E.	1935	*Marblehead*
Verbeck, Peter	I.E.	1932	*Paterson, N. J.*
Vogel, William L.	E.E.	1934	*Roslindale*
Vollmar, Paul F.	E.E.	1935	*Boston*
Vultaggio, Mario	Ch.E.	1935	*Boston*
Wagner, Richard M.	I.E.	1935	*Gloucester*
Wakelin, J. Russell	I.E.	1934	*Dover*
Wakenigg, John	C.E.	1935	*Shelton, Conn.*
Walden, Carl W.	Ch.E.	1934	*Dover*
Walker, Elmer John	Ch.E.	1932	*Needham Heights*
Walker, Harvey Cyril	E.E.	1935	*Attleboro*
Walker, J. Karl	E.E.	1932	*Everett*
Walker, Robert H.	E.E.	1935	*Fairview*
Wallace, Clarence Ward, Jr.	Ch.E.	1934	*Everett*
Walsh, Harold Raymond	E.E.	1932	*Greenfield*
Walters, Anthony Francis	Ch.E.	1935	*East Dedham*
Watson, Elwin J.	Ch.E.	1934	*Belmont*
Wattie, William George, Jr.	I.E.	1934	*Somerville*
Watts, William F.	M.E.	1935	*West Roxbury*
Webber, Stanley R.	I.E.	1934	*Montague*
Weiner, Julius William	C.E.	1934	*Malden*
Weisul, John Thomas	C.E.	1934	*Norwood*
Wentworth, Vernon	E.E.	1934	*Orange*
Werry, John A.	M.E.	1934	*Westtown, N. Y.*
West, Paul B.	M.E.	1935	*Haverhill*
West, Stanley Erickson	M.E.	1935	*Worcester*
Wheeler, Edward F.	Ch.E.	1934	*Bristol, Conn.*
Whelpley, Bernard Scott	M.E.	1935	*Worcester*
Whelpley, George A.	I.E.	1935	*Brownville Jct., Me.*
Whitaker, Albert P.	C.E.	1932	*Danielson, Conn.*
Whitcomb, Henry Blaisdell	M.E.	1934	*Merrimacport*
White, Frank H.	E.E.	1934	*Waltham*
Whiting, Francis Coomer	M.E.	1935	*Plymouth*
Whittam, Lincoln Ward	M.E.	1934	*Wollaston*
Whittemore, Herbert Everett	C.E.	1934	*Attleboro*
Whittemore, Lewis W.	I.E.	1935	*Roslindale*
Whitten, W. Melville	I.E.	1935	*Wollaston*
Whittet, Rowland McGregor	I.E.	1934	*Wakefield*
Wilcox, Edward Frederick	C.E.	1932	*Torrington, Conn.*
Wilcox, Walter MacLeod	M.E.	1934	*Marlboro*
Wilder, Richard Leroy	C.E.	1935	*Brattleboro, Vt.*
Wilkins, Arthur Carelton	M.E.	1932	*Cliftondale*
Willard, Alan K.	C.E.	1935	*Nashua, N. H.*
Williams, Carlton H. P.	E.E.	1932	*Somerville*
Williams, John Alexander	Ch.E.	1934	*Newton*

NAME	DEPT.	YEAR	HOME ADDRESS
Williamson, Carleton R.	E.E.	1932	*Newton*
Wilson, Charles	M.E.	1935	*Cohasset*
Wilson, George Adam	E.E.	1935	*Houlton, Me.*
Wingersky, Samuel Huse	Ch.E.	1934	*Winthrop*
Winquist, Sven W.	I.E.	1932	*West Roxbury*
Wintle, J. Donald	Ch.E.	1935	*West Pittston, Pa.*
Wishnow, Isadore	E.E.	1935	*Mattapan*
Wolf, Arnold M.	M.E.	1934	*Brooklyn, N. Y.*
Wolfrum, Walter Frank	C.E.	1934	*Jamaica Plain*
Wolfson, Leonard	E.E.	1934	*Arlington*
Wood, Edward Lemuel	M.E.	1935	*Stoneham*
Woodbury, Richard Knight	M.E.	1934	*Salem*
Woodward, Carlton Augustus, Jr.	E.E.	1935	*Norton*
Worster, David B.	E.E.	1934	*Ripley, N. Y.*
Wright, Norman H.	E.E.	1932	*Waltham*
Yarchin, Erick Falk	Ch.E.	1935	*Dorchester*
Yavarow, Joseph M.	E.E.	1934	*Everett*
Yeames, Hawtrey J.	Ch.E.	1934	*Boston*
Yeranian, Samuel	E.E.	1935	*Allston*
Young, John S.	I.E.	1932	*Buffalo, N. Y.*
Zaborowski, Ralph Florian	C.E.	1935	*Salem*
Zimmerman, Joseph	E.E.	1935	*Malden*
Zuffante, Fortunato Paul	Ch.E.	1935	*Somerville*

Residence of Students 1931-1932

United States

Massachusetts	1,298
Connecticut	101
New York	82
Maine	53
New Hampshire	36
Vermont	29
Rhode Island	15
New Jersey	8
Pennsylvania	8
Florida	1
Michigan	1
Ohio	1
Wisconsin	1

Foreign Countries

Canada	2
Russia	2
Canal Zone	1
Greece	1
Lithuania	1
Turkey	1

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appointment

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Snapshot
in this space

Northeastern University

School of Engineering

APPLICATION FOR ADMISSION

(A non-returnable fee of five dollars must accompany this application. Make checks, money orders, or drafts payable to Northeastern University)

Boston, Mass..............*19*

To Director of Admissions:

I (Name in full)..

hereby respectfully apply for admission to the Civil ☐; *Mechanical* ☐; *Electrical* ☐; *Chemical* ☐; *Industrial* ☐; *Engineering Curriculum of the School of Engineering for the school period beginning*.......... ....*19*........

NOTE: The applicant should fill out the following form (both sides) with care.

Residence..*Street*
Town or City..
State..............................*Tel*..................
Date of Birth..............................*Age*..............
Place of Birth..
Race...........*Religion*...........*Nationality*..............
Graduate of......................*High School, Year*.........
Location of High School.......................................
Other High Schools you have attended.........................
....
If not a graduate, state the years of attendance and why you left......
....
Name of Principal..
Father's, Mother's, or Guardian's Name.......................
....
Address..
Father's work, business or profession.........................
Names and addresses of two other persons, not clergymen, to whom we may direct inquiries concerning you.
....
....

Weight.......................... *Height*....................

Have you any physical infirmities? Explain, if any...............

Defects of speech...

Defects of hearing..

Defects of sight..

Bodily infirmities..

Is your general health good, fair, or poor?.......................

Have you done Collegiate work elsewhere?.........................

If so, name and address of college or university..................

Name of person who will furnish transcript of your college record......

Do you expect advance credit for past collegiate work?...............

List all athletics and other extra curricula High School Activities you have engaged in..

Names and addresses of all past employers with brief description of each job, length of employment, and wages received:.................

Date........................

Milton J. Schlagenhauf, Director of Admissions,
Northeastern University
316 Huntington Avenue,
Boston, Mass.

Dear Sir:

Please send me additional information on the following points:

....

....

....

....

....

....

....

....

Name..

Street and Number...

Town or City..

State...

NORTHEASTERN UNIVERSITY

DAY SCHOOLS

SCHOOL OF ENGINEERING

Conducted in Boston Only

Curricula in Civil, Mechanical, Electrical, Chemical and Industrial Engineering, leading to the degree of Bachelor of Science. Conducted in co-operation with engineering firms. Students earn while they learn.

SCHOOL OF BUSINESS ADMINISTRATION

Conducted in Boston Only

Curricula in Accounting, Banking and Finance and Business Management leading to the degree of Bachelor of Science. Conducted on the Co-operative Plan. Students earn while they learn.

EVENING SCHOOLS

SCHOOL OF LAW

Conducted in Boston: Divisions in Worcester and Springfield

Curriculum leading to the degree of Bachelor of Laws. Preparation for the bar examinations and for the practice of the law. Case method of instruction Co-educational.

SCHOOL OF BUSINESS

Conducted in Boston: Divisions in Worcester, Springfield and Providence.

Curricula in Accounting, Business Administration, Law and Business and Applied Science, leading to the degrees of Bachelor of Business Administration and Bachelor of Commercial Science. Graduate program leading to the degree of Master of Business Administration. Co-educational.

LINCOLN SCHOOLS

(*Evening Sessions*)

Conducted by Northeastern University in Boston Only

LINCOLN SCHOOL OF LIBERAL ARTS

A four-year curriculum leading to the Degree of Associate in Arts (A.A.). Students may register for the degree program or for individual subjects of a cultural nature. Co-educational.

LINCOLN INSTITUTE

Courses leading to a diploma in the fields of Architectural, Civil, Electrical, Mechanical and Structural Engineering. One year course in Aeronautics. Students may register for individual subjects.

LINCOLN PREPARATORY SCHOOL

Courses in high school subjects leading to a diploma. Students may enter in September, January, or May. Prepares for admission to all colleges. The School has college entrance certificating privilege. Co-educational.

For further information regarding any of the above schools, address

NORTHEASTERN UNIVERSITY
316 Huntington Ave., Boston, Mass. Tel. Ken. 5800

Northeastern University

DAY DIVISION

SCHOOL OF
BUSINESS ADMINISTRATION

1932-1933

Northeastern University
Boston, Massachusetts

Gifts and Bequests

Northeastern University will welcome gifts and bequests for the following purposes:

(a) For the completion of its Building Program.
(b) For general endowment.
(c) For specific purposes which may especially appeal to the donor.

While it is not necessary, it would be appreciated if those contemplating gifts or bequests would confer with the President of the University regarding the University's needs before legal papers are drawn.

Funds given to the University should be left in the following manner:

"I give and bequeath to Northeastern University of the Boston Young Men's Christian Association, an educational institution incorporated under the laws of Massachusetts and located in Boston, Massachusetts, the sum of................dollars ($)".

ASSOCIATION BUILDING, NORTHEASTERN UNIVERSITY

NORTHEASTERN UNIVERSITY
DAY DIVISION

SCHOOL OF
BUSINESS ADMINISTRATION

Co-operative Plan

1932-1933

"Principles applied in Practice"

University Calendar

For Freshmen

1932-1933

Division A

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	**9**	**10**
11	**12**	**13**	**14**	**15**	**16**	**17**
18	**19**	**20**	**21**	**22**	**23**	**24**
25	**26**	**27**	**28**	**29**	**30**	

OCTOBER

S	M	T	W	T	F	S
						1
2	**3**	**4**	**5**	**6**	**7**	**8**
9	**10**	**11**	12	**13**	**14**	**15**
16	**17**	**18**	**19**	**20**	**21**	**22**
23	**24**	**25**	**26**	**27**	**28**	**29**
30	**31**					

NOVEMBER

S	M	T	W	T	F	S
		1	**2**	**3**	**4**	**5**
6	**7**	**8**	**9**	**10**	11	**12**
13	**14**	**15**	**16**	**17**	**18**	**19**
20	**21**	**22**	**23**	24	**25**	**26**
27	**28**	**29**	**30**			

DECEMBER

S	M	T	W	T	F	S
				1	**2**	**3**
4	**5**	**6**	**7**	**8**	**9**	**10**
11	**12**	**13**	**14**	**15**	**16**	**17**
18	**19**	**20**	**21**	**22**	**23**	24
25	26	27	28	29	30	31

JANUARY

S	M	T	W	T	F	S
1	2	**3**	**4**	**5**	**6**	**7**
8	**9**	**10**	**11**	**12**	**13**	**14**
15	**16**	**17**	**18**	**19**	**20**	**21**
22	**23**	**24**	**25**	**26**	**27**	**28**
29	**30**	**31**				

FEBRUARY

S	M	T	W	T	F	S
			1	**2**	**3**	**4**
5	**6**	**7**	**8**	**9**	**10**	**11**
12	**13**	**14**	**15**	**16**	**17**	**18**
19	**20**	**21**	22	**23**	**24**	**25**
26	**27**	**28**				

MARCH

S	M	T	W	T	F	S
			1	**2**	**3**	**4**
5	**6**	**7**	**8**	**9**	**10**	**11**
12	**13**	**14**	**15**	**16**	**17**	**18**
19	**20**	**21**	**22**	**23**	**24**	**25**
26	**27**	**28**	**29**	**30**	**31**	

APRIL

S	M	T	W	T	F	S
						1
2	**3**	**4**	**5**	**6**	**7**	**8**
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Division B

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	**29**	**30**	**31**

JANUARY

S	M	T	W	T	F	S
1	2	**3**	**4**	**5**	**6**	**7**
8	**9**	**10**	**11**	**12**	**13**	**14**
15	**16**	**17**	**18**	**19**	**20**	**21**
22	**23**	**24**	**25**	**26**	**27**	**28**
29	**30**	**31**				

FEBRUARY

S	M	T	W	T	F	S
			1	**2**	**3**	**4**
5	**6**	**7**	**8**	**9**	**10**	**11**
12	**13**	**14**	**15**	**16**	**17**	**18**
19	**20**	**21**	22	**23**	**24**	**25**
26	**27**	**28**				

MARCH

S	M	T	W	T	F	S
			1	**2**	**3**	**4**
5	**6**	**7**	**8**	**9**	**10**	**11**
12	**13**	**14**	**15**	**16**	**17**	**18**
19	**20**	**21**	**22**	**23**	**24**	**25**
26	**27**	**28**	**29**	**30**	**31**	

APRIL

S	M	T	W	T	F	S
						1
2	**3**	**4**	**5**	**6**	**7**	**8**
9	**10**	**11**	**12**	**13**	**14**	**15**
16	**17**	**18**	19	**20**	**21**	**22**
23	**24**	**25**	**26**	**27**	**28**	**29**
30						

MAY

S	M	T	W	T	F	S
	1	**2**	**3**	**4**	**5**	**6**
7	**8**	**9**	**10**	**11**	**12**	**13**
14	**15**	**16**	**17**	**18**	**19**	**20**
21	**22**	**23**	**24**	**25**	**26**	**27**
28	**29**	30	**31**			

JUNE

S	M	T	W	T	F	S
				1	**2**	**3**
4	**5**	**6**	**7**	**8**	**9**	**10**
11	**12**	**13**	**14**	**15**	**16**	17
18	**19**	**20**	**21**	**22**	**23**	**24**
25	**26**	**27**	**28**	**29**	**30**	

JULY

S	M	T	W	T	F	S
						1
2	**3**	4	**5**	**6**	**7**	**8**
9	**10**	**11**	**12**	**13**	**14**	**15**
16	**17**	**18**	**19**	**20**	**21**	**22**
23	24	25	26	27	28	29
30	31					

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	25
27	28	29	30	31		

School Sessions indicated by type — **1, 2, 3.**

Holidays, Sundays and Vacation Periods indicated by type — 1, 2, 3.

Summer Term Review Courses for both Division A and Division B are offered from August 14 to September 9.

University Calendar

For Upper Classmen

1932-1933

Division A

SEPTEMBER

S	M	T	W	T	F	S
				1	*2*	*3*
4	5	*6*	*7*	*8*	*9*	*10*
11	**12**	**13**	**14**	**15**	**16**	**17**
18	**19**	**20**	**21**	**22**	**23**	**24**
25	**26**	**27**	**28**	**29**	**30**	

OCTOBER

S	M	T	W	T	F	S
						1
2	**3**	**4**	**5**	**6**	**7**	8
9	**10**	**11**	12	**13**	**14**	**15**
16	*17*	*18*	*19*	*20*	*21*	*22*
23	*24*	*25*	*26*	*27*	*28*	*29*
30	*31*					

NOVEMBER

S	M	T	W	T	F	S
		1	*2*	*3*	*4*	*5*
6	*7*	*8*	*9*	*10*	*11*	*12*
13	*14*	*15*	*16*	*17*	*18*	*19*
20	**21**	**22**	**23**	24	**25**	**26**
27	**28**	**29**	**30**			

DECEMBER

S	M	T	W	T	F	S
				1	**2**	**3**
4	**5**	**6**	**7**	**8**	**9**	**10**
11	**12**	**13**	**14**	**15**	**16**	**17**
18	**19**	**20**	**21**	**22**	**23**	24
25	26	*27*	*28*	*29*	*30*	*31*

JANUARY

S	M	T	W	T	F	S
1	2	*3*	*4*	*5*	*6*	*7*
8	*9*	*10*	*11*	*12*	*13*	*14*
15	*16*	*17*	*18*	*19*	*20*	*21*
22	*23*	*24*	*25*	*26*	*27*	*28*
29	**30**	**31**				

FEBRUARY

S	M	T	W	T	F	S
			1	**2**	**3**	**4**
5	**6**	**7**	**8**	**9**	**10**	**11**
12	**13**	**14**	**15**	**16**	**17**	**18**
19	**20**	**21**	22	**23**	**24**	**25**
26	**27**	**28**				

MARCH

S	M	T	W	T	F	S
			1	**2**	**3**	**4**
5	*6*	*7*	*8*	*9*	*10*	*11*
12	*13*	*14*	*15*	*16*	*17*	*18*
19	*20*	*21*	*22*	*23*	*24*	*25*
26	*27*	*28*	*29*	*30*	*31*	

APRIL

S	M	T	W	T	F	S
						1
2	*3*	*4*	*5*	*6*	*7*	*8*
9	**10**	**11**	**12**	**13**	**14**	**15**
16	**17**	**18**	19	**20**	**21**	**22**
23	**24**	**25**	**26**	**27**	**28**	**29**
30						

MAY

S	M	T	W	T	F	S
	1	**2**	**3**	**4**	**5**	**6**
7	**8**	**9**	**10**	**11**	**12**	**13**
14	*15*	*16*	*17*	*18*	*19*	*20*
21	*22*	*23*	*24*	*25*	*26*	*27*
28	*29*	*30*	*31*			

JUNE

S	M	T	W	T	F	S
				1	*2*	*3*
4	*5*	*6*	*7*	*8*	*9*	*10*
11	*12*	*13*	*14*	*15*	*16*	*17*
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	*31*					

AUGUST

S	M	T	W	T	F	S
		1	*2*	*3*	*4*	*5*
6	*7*	*8*	*9*	*10*	*11*	*12*
13	*14*	*15*	*16*	*17*	*18*	*19*
20	*21*	*22*	*23*	*24*	*25*	*26*
27	*28*	*29*	*30*	*31*		

Division B

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	*12*	*13*	*14*	*15*	*16*	*17*
18	*19*	*20*	*21*	*22*	*23*	*24*
25	*26*	*27*	*28*	*29*	*30*	

OCTOBER

S	M	T	W	T	F	S
						1
2	*3*	*4*	*5*	*6*	*7*	*8*
9	*10*	*11*	*12*	*13*	*14*	*15*
16	**17**	**18**	**19**	**20**	**21**	**22**
23	**24**	**25**	**26**	**27**	**28**	**29**
30	**31**					

NOVEMBER

S	M	T	W	T	F	S
		1	**2**	**3**	**4**	**5**
6	**7**	**8**	**9**	**10**	11	**12**
13	**14**	**15**	**16**	**17**	**18**	**19**
20	*21*	*22*	*23*	24	*25*	*26*
27	*28*	*29*	*30*			

DECEMBER

S	M	T	W	T	F	S
				1	*2*	*3*
4	*5*	*6*	*7*	*8*	*9*	*10*
11	*12*	*13*	*14*	*15*	*16*	*17*
18	*19*	*20*	*21*	*22*	*23*	*24*
25	26	27	**28**	**29**	**30**	**31**

JANUARY

S	M	T	W	T	F	S
1	2	**3**	**4**	**5**	**6**	**7**
8	**9**	**10**	**11**	**12**	**13**	**14**
15	**16**	**17**	**18**	**19**	**20**	**21**
22	**23**	**24**	**25**	**26**	**27**	**28**
29	*30*	*31*				

FEBRUARY

S	M	T	W	T	F	S
			1	*2*	*3*	*4*
5	*6*	*7*	*8*	*9*	*10*	*11*
12	*13*	*14*	*15*	*16*	*17*	*18*
19	*20*	*21*	*22*	*23*	*24*	*25*
26	*27*	*28*				

MARCH

S	M	T	W	T	F	S
			1	*2*	*3*	*4*
5	**6**	**7**	**8**	**9**	**10**	**11**
12	**13**	**14**	**15**	**16**	**17**	**18**
19	**20**	**21**	**22**	**23**	**24**	**25**
26	**27**	**28**	**29**	**30**	**31**	

APRIL

S	M	T	W	T	F	S
						1
2	**3**	**4**	**5**	**6**	**7**	**8**
9	*10*	*11*	*12*	*13*	*14*	*15*
16	*17*	*18*	*19*	*20*	*21*	*22*
23	*24*	*25*	*26*	*27*	*28*	*29*
30						

MAY

S	M	T	W	T	F	S
	1	*2*	*3*	*4*	*5*	*6*
7	*8*	*9*	*10*	*11*	*12*	*13*
14	**15**	**16**	**17**	**18**	**19**	**20**
21	**22**	**23**	**24**	**25**	**26**	**27**
28	**29**	30	**31**			

JUNE

S	M	T	W	T	F	S
				1	**2**	**3**
4	**5**	**6**	**7**	**8**	**9**	**10**
11	**12**	**13**	**14**	**15**	**16**	17
18	*19*	*20*	*21*	*22*	*23*	*24*
25	*26*	*27*	*28*	*29*	*30*	

JULY

S	M	T	W	T	F	S
						1
2	*3*	4	*5*	*6*	*7*	*8*
9	*10*	*11*	*12*	*13*	*14*	*15*
16	*17*	*18*	*19*	*20*	*21*	*22*
23	*24*	*25*	*26*	*27*	*28*	*29*
30	31					

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

School Sessions indicated by type — **1, 2, 3.**

Holidays, Sundays, and Vacation Periods indicated by type — 1, 2, 3.

Co-operative Work Sessions indicated by type — *1, 2, 3.*

Summer Term Review Courses for Division A are offered from June 19 to July 15.

Summer Term Review Courses for Division B are offered from August 14 to September 9.

Calendar for School Year, 1932-1933

General Notes

First-year students, both Division A and Division B, attend school for thirty consecutive weeks. Their co-operative work begins after the close of the freshman year.

Upper classmen co-operate on the five week plan, except in summer, when one period for each division is six weeks in length.

Division B is at co-operative work while Division A is at school.

Division A is at co-operative work while Division B is at school.

While engaged at co-operative work students have no holidays except legal holidays and those specifically designated as holidays by the firm with which they are employed.

The symbols AA and BB designate full time students; that is, students who are not on the co-operative plan.

1932	
September 5.	*Monday.* Labor Day. (School exercises omitted.)
September 7.	*Wednesday.* Entrance examinations.
September 8.	*Thursday.* Registration and opening of school for Division A Freshmen. Students failing to register promptly on September 8 will be charged a late registration fee of five dollars ($5).
September 12.	*Monday.* Opening of first semester for Division A and AA Upper classmen. Co-operative work begins for Division B Upper classmen.
September 24.	*Saturday.* Last day on which subjects of Division A Senior theses may be approved.
October 12.	*Wednesday.* Columbus Day. (School exercises omitted.)
October 17.	*Monday.* Second period begins for Division A Freshmen. Co-operative work begins for Division A Upper classmen. Opening of First Semester for Division B and BB Upper classmen. First Full-time term begins for Division AA Upper classmen.
October 29.	*Saturday.* Last day on which subjects of Division B Senior theses may be approved.

NOVEMBER 11. *Friday.* Armistice Day. (School exercises omitted.)

NOVEMBER 21. *Monday.* Third period begins for Division A Freshmen.
Second period begins for Division A and AA Upper classmen.
First Full-time term begins for Division BB Upper classmen.

NOVEMBER 23. *Wednesday.* (School exercises omitted after 1 P.M.)

NOVEMBER 24. *Thursday.* Thanksgiving Day. (School exercises omitted.)

DECEMBER 24. *Saturday.* School exercises omitted.

DECEMBER 26. *Monday.* Observance of Christmas. (School exercises omitted.)

DECEMBER 24.—JANUARY 2. Vacation for Division A Freshmen.

DECEMBER 27. *Tuesday.* School exercises omitted.

DECEMBER 28. *Wednesday.* Second period begins for Division B and BB Upper classmen.
Second Full-time term begins for Division AA Upper classmen.

DECEMBER 29. *Thursday.* Registration and opening of school for Division B Freshmen.
Students failing to register promptly on December 29 will be charged a late registration fee of five dollars ($5).

1933

JANUARY 2. *Monday.* Observance of New Year's Day. (School exercises omitted.)

JANUARY 3. *Tuesday.* Fourth period. Second Semester begins for Division A Freshmen.

JANUARY 30. *Monday.* Third period (Second Semester) begins for Division A and AA Upper classmen.
Second Full-time term begins for Division BB Upper classmen.
Fifth period begins for Division A Freshmen.
Second period begins for Division B Freshmen.

FEBRUARY 22. *Wednesday.* Washington's Birthday. (School exercises omitted.)

March 6.	*Monday.* Sixth period begins for Division A Freshmen. Third period begins for Division B Freshmen. Third period (Second Semester) begins for Division B and BB Upper classmen. Third Full-time term begins for Division AA Upper classmen.
April 8.	*Saturday.* School year ends for Division A Freshmen.
April 10.	*Monday.* Fourth period (Second Semester) begins for Division B Freshmen. Fourth period begins for Division A and AA Upper classmen. Third Full-time term begins for Division BB Upper classmen.
April 19.	*Wednesday.* Patriot's Day. (School exercises omitted.)
May 6.	*Saturday.* All work must be completed by Division A Seniors.
May 15.	*Monday.* Fifth period begins for Division B Freshmen. Fourth period begins for Division B Upper classmen.
May 30.	*Tuesday.* Memorial Day. (School exercises omitted.)
June 10.	*Saturday.* Field Day. (School exercises omitted.) All work must be completed by Division B Seniors.
June 11-17.	Senior Week.
June 17.	*Saturday.* Bunker Hill Day. (School exercises omitted.)
June 18.	*Sunday.* Baccalaureate Sermon.
June 19.	*Monday.* Commencement. Sixth period begins for Division B Freshmen. Review Courses or vacation begin for Division A Upper classmen. Summer six-week period of Co-operative work begins for Division B Upper classmen.
July 4.	*Tuesday.* Independence Day. (School exercises omitted.)
July 15.	*Saturday.* Review courses end for Division A Upper classmen.

July 22.	*Saturday.* School year ends for Division B Freshmen.
July 31.	*Monday.* Vacation begins for Division B Upper classmen. Summer six-week period of Co-operative work begins for Division A Upper classmen.
August 14.	*Monday.* Review Courses begin for Division A and Division B Freshmen. Review Courses begin for Division B Upper classmen.
September 4.	*Monday.* Labor Day. (School exercises omitted.)
September 7.	*Thursday.* Registration and opening of school for Division A Freshmen. Students failing to register promptly on September 7 will be charged a late registration fee of five dollars ($5).
September 9.	*Saturday.* Review Courses end for Division B Upper classmen and for both Division A and Division B Freshmen.
September 11.	*Monday.* Opening of School Year 1933-1934.

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1931-1932

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Pastor of the First Methodist Episcopal Church, Ann Arbor, Michigan
"*Mahatma Gandhi and India*"

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"*La Belle France*"

FRANKLIN W. JOHNSON
President of Colby College
"*Education for Leisure*"

DONALD B. MACMILLAN
Explorer and Lecturer
"*Under the Northern Lights*"

EDWIN MARKHAM
Poet
"*Selected Poems*"

ROBERT LINCOLN O'BRIEN
Lecturer
"*The Russian Experiment*"

CLARENCE R. SKINNER
Professor of Applied Christianity, Tufts College
"*Prejudice*"

RALPH W. SOCKMAN
Pastor of the Madison Avenue M. E. Church, New York City
"*Gentlemen and Gangsters*"

ARTHUR P. STONE
Lawyer
"*But for the Grace of God*"

NORMAN M. THOMAS
Author and Lecturer
"*Is Human Nature Hopeless?*"

COUNT VON LUCKNER
Lecturer
"*Sea Adventures*"

Chapel Preachers

1931-1932

BISHOP WILLIAM F. ANDERSON
Boston Area, Methodist Episcopal Church

DR. CHARLES N. ARBUCKLE
Pastor, First Baptist Church of Newton

REVEREND B. STANLEY BATSTONE
Pastor, Stratford Street Baptist Church, West Roxbury

REVEREND DANIEL BLISS
Associate Minister, Old South Church

REVEREND NEWTON C. FETTER
Minister to Students of Greater Boston

REVEREND NORMAN D. GOEHRING
Pastor, University Lutheran Church, Cambridge

PROFESSOR CHARLES W. HAVICE
Executive Secretary, Northeastern Student Union

DR. ARTHUR L. KINSOLVING
Rector, Trinity Church

REVEREND SIDNEY LOVETT
Pastor, Mount Vernon Church

DR. ELMER A. LESLIE
Professor Old Testament, Boston University

DR. BOYNTON MERRILL
Pastor, First Church in Newton

REVEREND OTIS R. RICE
Minister, Trinity Church

REVEREND KENNETH C. WALKER
Associate Minister, Arlington Street Church

Historical Statement

THE incorporation of Northeastern University marked an important epoch in the history of one of the most useful educational institutions in America. The University is the realization of a well-defined ideal carefully worked out and persistently followed for many years.

The churches of America, early in their life and development, realized the necessity for higher education conducted under Christian auspices. As a result, there are scattered all over the United States colleges and universities which were established by the various religious denominations:—notable among these being the Methodist, Baptist, Roman Catholic, and Presbyterian institutions, including in New England among others such colleges and universities as Boston University, Boston College, Brown University and Tufts College.

It was natural, therefore, that when the Young Men's Christian Association was established in 1851 by young men representing the various religious denominations, there should have been undertaken evening educational courses for young men as an aid in their all-round development. It was not, however, until 1896 that the Association laid the foundations upon which Northeastern University has been built. At that time it became evident that adults desired a more thorough and complete educational opportunity than had thus far been available to them. Gradually the courses were increased in number, grouped into separate schools and placed under the charge of full-time executives. Finally in 1916 the Young Men's Christian Association authorized as an essential step in the evolution of the institution the incorporation of Northeastern University. This incorporation gave to the University its charter, providing for its Board of Trustees and carrying with it by later enactment broad degree-granting powers.

The evening School of Law, established in 1898, was incorporated in 1904 with degree granting power. Founded in 1907, the evening School of Business, formerly known as the School of Commerce and Finance, confers the degrees of Bachelor and Master of Business Administration. The day School of Engineering was opened in 1909 and confers the Bachelor of Science degree. The day School of Business Administration was opened in 1922, and also grants the Bachelor of Science degree. The University opened in 1927 a new evening school known as the Lincoln Institute, which includes the work in engineering fields formerly offered by the Northeastern Evening Polytechnic School, the latter having its beginnings in 1904. The Lincoln Preparatory School, formerly known as Northeastern Preparatory

School, offers preparatory school work in the evening, leading especially to college admission. This School had its beginnings in 1898. The Huntington Day School for Boys, one of the leading college preparatory schools in the country, was established in 1909 and is conducted under the auspices of the University.

Divisions of the University, offering evening instruction, have been in operation for a number of years in cooperation with the Young Men's Christian Associations of Worcester, Springfield, and Providence. Each of these divisions has a distinctive organization. Each offers the respective curricula of the evening Schools of Law and Business leading to the appropriate University degrees.

INCORPORATION

In 1916 Northeastern College was incorporated under the following charter.

THE COMMONWEALTH OF MASSACHUSETTS

BE IT KNOWN, that whereas Arthur S. Johnson, Lewis A. Crossett, George W. Brainard, Charles W. Perkins, H. Bradlee Fenno, Sabin P. Sanger, William E. Murdock, Frank P. Speare and George W. Mehaffey

have associated themselves with the intention of forming a corporation under the name of the

Northeastern College of the Boston Young Men's
Christian Association

for the purpose of furnishing instruction and teaching in all branches of education in connection with the Boston Young Men's Christian Association and to do any and all things connected with or incidental to the purposes of its organization, and have complied with the provisions of the statutes of this Commonwealth in such case made and provided, as appears from the certificate of the Proper Officers of said corporation, duly approved by the Commissioner of Corporations and recorded in this office:

NOW, THEREFORE, I, ALBERT P. LANGTRY, Secretary of the Commonwealth of Massachusetts, DO HEREBY CERTIFY that said

Arthur S. Johnson, Lewis A. Crossett, George W. Brainard, Charles W. Perkins, H. Bradlee Fenno, Sabin P. Sanger, William E. Murdock, Frank P. Speare and George W. Mehaffey, their associates and successors, are legally organized and established as, and are hereby made, an existing corporation, under the name of the

Northeastern College of the Boston Young Men's
Christian Association

with the powers, rights and privileges, and subject to the limitations, duties, and restrictions, which by law appertain thereto.

WITNESS my official signature hereunto subscribed, and the Great Seal of The Commonwealth of Massachusetts hereunto affixed, this thirtieth day of March in the year of our Lord one thousand nine hundred and sixteen.

(Signed Albert P. Langtry
Secretary of the Commonwealth

SEAL

Later the name of the institution was changed from Northeastern College to Northeastern University.

Concurrently with its incorporation and subsequent to it, the Massachusetts Legislature has granted to Northeastern University broad degree-granting powers.

Purpose of Northeastern University

In keeping with its charter, Northeastern University has for its fundamental purpose the meeting of the needs of young men and women, through diversified educational opportunities. Its co-operative work in the day Schools of Engineering and Business Administration stands out distinctively as a marked contribution in the field of education. Northeastern University School of Engineering was the second co-operative school in the country, antedated only by the University of Cincinnati School of Co-operative Engineering. Through this unique form of education students are enabled to secure, in addition to their regular classroom work, practical coordinated experience in actual engineering and business positions. A further advantage of this plan of education is the opportunity for self-support which a student has while pursuing his studies. During the co-operative periods the students not only gain experience but also are paid for the services which they render. About three hundred and fifty business and industrial concerns co-operate with Northeastern University in this highly serviceable educational program.

In its evening schools Northeastern University has also made a distinctive contribution, the School of Business and the School of Law being among the best evening schools of their type in the entire country. In the Lincoln Institute men receive in the evening practical training in the engineering sciences. Through the

Lincoln Preparatory School adequate preparation for admission to the leading colleges of the country, either by certificate or by examination, may be secured in the evening.

The services of the University also include the Huntington School for Boys, one of the leading day preparatory schools in the country, offering effective preparation for admission to all of the leading colleges and universities.

Another phase of the University's unique development has been the addition of the Divisions in Worcester, Springfield and Providence, whereby, under the supervision of the officers in Boston and under an effective organization, Divisions of the School of Law and the School of Business, offering complete curricula and leading to appropriate degrees, are conducted in these cities, thus opening up the services of the University in these schools to thousands of students who would not otherwise have the opportunity of furthering their education.

The incorporation as noted above is under the charitable laws of Massachusetts, which means that all of the resources of the University, including the income from endowment funds, special gifts and tuition fees, must be expended solely for the benefit of its student body. In keeping with this purpose the University is constantly solicitous to increase its sources of revenue from other than students' fees, improve its housing and equipment, increase its standards to accord with the progressive advances in education, and thus to improve its services at all points to its thousands of students.

Organization

The corporation of Northeastern University is known as the Board of Trustees. This Board is made up of 35 members. Among the Trustees are leading business and professional men representing all walks of life. They are men of sympathetic understanding giving their time and services liberally in order to improve and enhance the work of the University.

There are two main committees of the Board of Trustees, an Executive Committee, which serves as an Ad Interim Committee between the regular meetings of the Board of Trustees and performs the usual functions of an executive committee, and a Committee on Housing which is charged with the securing of funds for the housing and equipment development of the University.

In addition to the Board of Trustees there is legally constituted a separate Board of Trustees of the Permanent Funds of the University whose responsibility is to see that these funds are properly invested and that the principal and income from all funds are expended only in accordance with the terms of the gifts.

Further than this, the Board of Trustees has created and authorized, through its by-laws, an Executive Council of the University, consisting of the President, the Secretary and the two Vice-Presidents. To the Executive Council the Board has allocated very broad powers.

This organization results in efficient operation and administration, making it possible for the University to develop fully and freely along the lines of those trends and policies which will constantly improve and enhance the work of the various schools.

Religious Activities

The University has as one of its outstanding aims the finest possible character development among its students. For this reason the Day Division of the University affords ample opportunity for its students to participate in social and religious activities. To Evening School students who desire to participate in the social and religious programs of its various departments, the Y. M. C. A. extends a cordial greeting. While encouraging religious activities the University, is, however, strictly non-sectarian. A student should feel free to register in any of the several schools of the University, regardless of religious faith; no attempt being made to influence one to participate in any activities which are contrary to the tenets of his particular religion.

The Northeastern University System

Statistical Summary

1930-1931

		Administrative Officers and Faculties	*Students*
I.	General Administration	6	
II.	Northeastern University		
	School of Engineering	75	1660
	School of Business Administration		439
	School of Law	78*	1300*
	School of Business	99*	1250*
III.	The Lincoln Schools		
	Lincoln Institute	27	366
	Lincoln Preparatory School	28	719
IV.	Day Preparatory School	27	391
	Total	340	6125
	Less Duplicates	53	198
	Net Total	287	5927

*These figures include the administrative officers, faculties and students of the Divisions of the University in Worcester, Springfield and Providence.

Opportunities in Business

Because of its comprehensiveness business defies exact definition, yet there are certain fundamental principles which apply to all of its ramifications. It is, however, this very comprehensiveness that gives to business its charm and makes possible the absorption of the many millions who enter upon it. Business demands capacities and abilities of every description. Thus it is a fertile field of opportunity. The following very limited but representative classification of the branches of business will serve to awaken an appreciation of the many opportunities which business affords for the employment of every human gift.

FINANCE

Commercial Banks
Savings Banks
Trust Companies
Brokers
Credit House
Finance Corporations
Co-operative Banks
Stock Exchanges
Promoters
Surety Companies

COMMERCIAL

Retail Stores
Department Stores
Jobbing
Wholesaling
Commission House
Warehousing
Chain Stores
Traffic Associations
Real Estate
Mail-order Houses

PUBLIC UTILITIES

Electric Railways
Steam Railways
Gas Companies
Electric Companies
Bus Lines
Steamship Lines
Air Lines
Express Companies
Telephone
Telegraph

MANUFACTURING

Iron and Steel
Textiles
Machinery
Paper
Automobiles
Materials
Canning and Preserving
Clothing
Brass
Furniture
Dye Manufacture
Tool
Printing
Electrical Appliances
Packing
Equipment Manufacturing
Gas Appliances
Auto Accessories
Tanning
Shoes
Cosmetics
Instrument Manufacture
Rubber Goods
Office Supplies
Hardware
Radio
Construction Materials

MISCELLANEOUS

Insurance Companies
Teaching
Public Service
Employment Agencies
Publishing
Auditors
Chambers of Commerce
Construction
Advertising Agent
Commercial Agencies

Each of these branches of business requires clerks, accountants, salesmen, purchasing agents, advertising agents, credit men, traffic managers, administrators, and executives. Through these positions successful men pass on their way to the more responsible positions in business.

Graduates of collegiate schools of business administration begin work usually at salaries which vary from one hundred to two hundred dollars a month. Statistics indicate that the upper limit of their salaries is not reached until late in life and is fixed in each case only by limitations of ability.

Training for Business

The evolution of training for business has followed very closely the steps through which education for doctors and lawyers developed. Not so many years ago lawyers received their training by acting as clerks for practising lawyers and by studying in spare time the law books of their employers. Doctors were once trained by the same method. Gradually, however, education has evolved a more satisfactory method of training professional men by establishing schools of law, schools of medicine, and schools of engineering. It was formerly customary for young men entering business to obtain employment with some commercial house and spend their lives learning the practices and methods of procedure in one or two organizations. They frequently grew musty on their jobs with little or no opportunity to broaden or to use successfully the talents they possessed. Less than a century ago, the so-called business school, which endeavored to teach young people the simpler mechanics of business such as the elements of bookkeeping, penmanship, and the principles of business correspondence, came into being. The development of commercial courses in high schools resulted from the demands of business men for partially trained workers.

Expansion of business since the industrial revolution has forced changes in almost every field, making comprehensive and intensive training in preparation for a successful business career a necessity. Business today is in some respects as scientific as engineering, medicine, or law and demands as thorough a training. The old method of guessing how to proceed without due consideration to economic laws has been the ruin of thousands of business enterprises which otherwise might have been successful. Disregard of the financial storm signals of supply and demand, of financial credit, of business cycles, and so forth, invites trouble. These signals are to the modern business man some of the barometers that make it possible for him to curtail or expand his business as occasion demands. For an appreciation of the meaning of these, training is essential.

Intricacy of organization and complexity of operation of present-day business render it almost impossible for experience alone to develop that broad perspective of organization as a whole without which a director of business faces ruin. This broad perspective demands not mere facts but also an attitude of mind as well as that executive power which can initiate plans and put them into effective operation. In plain words the point of view and the habit of mind characteristic of sound executive thinking and judgment result not so much from experience in details as from thorough knowledge of universal principles. Executive leadership demands precisely that attitude of mind which schools of business administration tend to develop.

Business is fast becoming a science, and business administration a profession. The university offering commercial education prepares for business as a science and as a profession. The dangers and pitfalls of business as well as its advantages and opportunities pass in review. This scientific and professional education has played, and increasingly plays, a vital part in broadening the student's background, in expanding his native powers, and in enabling him to stride forward to a position of importance. It prepares him also to become a constructive leader in his community.

Notwithstanding the fact that so many contemplate careers in business, opportunities for preparation in business have not been commensurate with those afforded professional and technical men. Chance, trial and error, until very recently, have furnished commercial enterprise with its executives. Not until 1881, when the first school of commerce was opened, did America have a school designed to train men for the profession of business. Recent years have witnessed the organization of schools of business in practically all leading universities. As a result, competition for administrative and executive positions is becoming very keen, making imperative an intensive and broad training in the principles of business. The prudent man will not postpone this preparation until he is forced into a corner, but will anticipate his problems and provide himself early in life with a suitable business education.

Requirements for Admission Day Division

General Requirements

The student must have completed an accredited course of study in an accredited high school *in which he has shown at least average ability*. The completion of fifteen acceptable units with a degree of proficiency acceptable to the Department of Admissions is equivalent to this requirement. This is regarded as the minimum.

A unit is the credit given to a secondary school subject performed during four or five periods, of not less than forty minutes a week throughout an entire school year. Credit in units is never allowed on certificates of tutors. Certificates of entrance examinations passed for admission to other colleges and technical schools may be accepted in lieu of entrance examinations. The Committee on Admission reserves the right to require a candidate to present himself for examination in any subjects that it may deem necessary. Credits offered in fulfillment of the entrance requirements cannot again be applied in lieu of credits which are ordinarily received during the college course. Students who obtain admission by certificate and later show marked academic deficiency will be requested to withdraw.

Parents and guardians should bear in mind that in general a student is likely to be more successful in his college work if he does not enroll under the age of sixteen.

Every applicant must furnish references as to his character. In addition he must possess mental and physical ability and a determination to work hard. He must present evidence that it is reasonable to assume that he will make a success of both his studies and his co-operative work. The co-operative plan of operation forces the University to be very exacting in the physical requirements which must be met by the applicant for admission. Even though slight, physical handicaps may interfere very materially with the thoroughness of the training and service which may be rendered to an applicant.

Acceptability for Co-operative Work

The Day Division can serve effectively only such students as it can place advantageously at co-operative work. Therefore, although the Schools of Engineering and Business Administration are non-sectarian and do not of themselves discriminate among students of various races or creeds, they do nevertheless in fairness to applicants discourage those who because of physical disability or racial affiliation would not be favorably considered by co-operating agencies. See page 44, paragraph 4. Students who wish to inquire about their probable status with co-operating firms will be frankly advised by the Director of Admissions on the basis of past experience.

Division Assignment

Students are admitted to the freshman class at the opening of the school year in September and again in the latter part of December. Students admitted in September complete all of the work of the freshman year about the middle of April; those admitted in December complete their year about the middle of July.

Eligibility for admission does not constitute registration. The University must reserve the right to assign applicants to registration in either September or December. No student is considered to have met the requirements for admission until he has successfully passed a required physical examination indicating his physical fitness for the co-operative program.

Specific Requirements for Admission—Engineering School

The applicant to be accepted as a regular student and as a candidate for the degree must meet the general requirements already stated and in addition must have included in his course of study the six required units listed below this paragraph. All applicants should have been graduated from the scientific, classical, or college preparatory course.

Required Subjects

English	3 Units
Algebra	1 Unit
Geometry	1 Unit
Physics	1 Unit
	6 Units

Specific Requirements for Admission—School of Business Administration

The applicant to be accepted as a regular student and as a candidate for the degree must meet the general requirements for admission to the Day Division and in addition must have included in his course of study the six required units listed below this paragraph.

Required Subjects

English	3 Units
Algebra	1 Unit
Natural Science	1 Unit
Social Science	1 Unit
	6 Units

Entrance Examinations in Boston

Students who are deficient in required units for admission may remove these deficiencies by examination. Such examinations are held at 316 Huntington Avenue, Boston, in December, June, and September of each year.

Students are advised to take such examinations on the earliest possible date in order that any deficiencies which they fail to clear may be made up in time to permit registration with the desired class and division.

The time of examinations is as follows:

10.00 A.M. to 12 M
1.00 P.M. to 3.00 P.M.

During the current year the examinations will be given on the following days: June 8, 1932; September 1, 1932; December 14, 1932.

All other examinations will be given by special assignment.

No fees are to be paid at the time of the examination.

Provisional Acceptance

When, for any reason, it is deemed advisable, the University reserves the right to place any entering student upon a period of trial. Whether he shall be removed from trial at the end of this time or requested to withdraw will be determined by the character of the work he has accomplished and his conduct during this trial period.

Application for Admission

Each applicant for admission to either Day Division School is required to fill out an application blank whereon he states his previous education, as well as the names of persons to whom reference may be made in regard to his character and previous training.

An application fee of five dollars ($5) is required when the application is filed. This fee is non-returnable.

The last page of this catalog is in the form of an application blank. It should be filled out in ink and forwarded with the required five dollar fee to Milton J. Schlagenhauf, Director of Admissions, 316 Huntington Avenue, Boston, Mass. Checks should be made out to Northeastern University.

Candidates are urged to visit the office of Admissions for personal interview whenever it is possible for them to do so before submitting their applications. Office hours of the Department are from 9.00 A.M. to 4.00 P.M. daily; Saturdays to 12.00 M. The Director of Admissions will interview applicants on Wednesday evenings but by appointment only.

Upon receipt of the application, properly filled out, the School at once looks up the applicant's references and high or secondary school records. When replies have been received to the various inquiries instituted, the applicant is at once informed as to his eligibility for admission.

To be assured of a place in the entering class applicants for Division A should file their applications prior to April 15th of the year in which they expect to enter. For the same reason applications for Division B should be filed prior to September 1st.

Preparatory Schools

Day and evening preparatory schools are conducted in conjunction with Northeastern University. Students having entrance conditions, or requiring further preparation for the entrance examinations, may avail themselves of these opportunities to cover the desired work.

Relation of Northeastern University To Secondary Schools

Northeastern University is democratic in spirit. Its students come from all walks of life. They come from small schools and large schools, both public institutions and private academies. They are from wealthy families as well as from those that are in moderate circumstances.

At the same time, Northeastern University is peculiarly adapted to the high school graduate with limited financial resources who has the ambition and ability to get ahead if given the opportunity.

The following list of high schools is representative of the schools from which the students in the Day Division, Northeastern University, have graduated:

Abington High School
Adams High School
Afton (N. Y.) High School
Allen Military Academy (Newton)
Amesbury High School
Amherst High School
Anatolia College (Salonica, Greece)
Annapolis Royal Academy
  (Annapolis Co., Nova Scotia)
Ansonia (Conn.) High School
Arecibo (Porto Rico) High School
Arlington High School
Aroostook Central Institute
  (Mars Hill, Me.)
Ashland High School
Athol High School
Attleboro High School
Avon High School
Ayer High School
Babylon (N. Y.) High School
Bacon Academy (Colchester, Conn.)
Baldwinsville (N. Y.) High School
Bangor (Me.) High School
Barnstable High School (Hyannis)
Bartlett High School (Webster)
Barton (Vt.) High School
Bassano High School (Alberta, Can.)
Belchertown High School
Belfast (Me.) High School
Belmont High School
Benson Polytechnic School
  (Portland, Oregon)
Berkeley Preparatory School (Boston)
Berlin (N. H.) High School
Berwick Academy (So. Berwick, Me.)
Bethel (Conn.) High School
Beverly High School
Boston College High School
Boston English High School
Boston High School of Commerce
Boston Latin School
Boston Trade School
Bourne High School
Bradford (Vt.) Academy
Braintree High School
Brattleboro (Vt.) High School
Brewster Academy (Wolfeboro, N. H.)
Bridge Academy (Dresden Mills, Me.)
Bridgewater High School
Brighton High School
Bristol (Conn.) High School
Bristol (N. H.) High School
Bristol High School (Pemaquid, Me.)
Brockton High School
Bromfield High School (Harvard)
Brookfield High School
Brookline High School
Bulkeley High School
  (New London, Conn.)
Cambridge High and Latin School
Camden (Me.) High School
Canaan (Vt.) High School
Candia (Greece) High School
Caribou (Me.) High School
Chapman Technical School
  (New London, Conn.)
Chauncy Hall Preparatory School
  (Boston)
Chelmsford High School
Chelsea High School
Chelsea (Vt.) High School
Chester (Conn.) High School

Chicopee High School
Cincinnatus (N. Y.) High School
Clinton High School
Cohasset High School
Cohocton (N. Y.) High School
Colby Academy (New London, N. H.)
Concord High School
Concord (N. H.) High School
Cony High School (Augusta, Me.)
Corinth (N. Y.) High School
Danbury (Conn.) High School
Danvers High School
Dartmouth High School
Dean Academy (Franklin)
Dedham High School
Deering High School (Portland, Me.)
Dewitt Clinton High School
(New York, N. Y.)
Dorchester High School
Douglas (Ariz.) High School
Douglas High School (Baltimore, Md.)
Drury High School (North Adams)
Dwight & Stuyvesant High School
(New York, N. Y.)
East Boston High School
East Bridgewater High School
Easthampton High School
East Hartford (Conn.) High School
East High School (Rochester, N. Y.)
E. Maine Conference Seminary
(Bucksport, Me.)
East Millerick High School
(Erie, Penn.)
Ellsworth (Me.) High School
Emerson High School
(W. Hoboken, N. J.)
Everett High School
Exeter (N. H.) High School
Fairhaven High School
Fall River High School
Farmington High School
(Unionville, Conn.)
Fitchburg High School
Flushing (N. Y.) High School
Ft. Covington (N. Y.) High School
Foxboro High School
Framingham High School
Franklin High School
Franklin (N. H.) High School
Franklin Union (Boston)
Fred Douglas High School
(Cambridge)
Fredonia (N. Y.) High School
Freehold (N. J.) High School
Gardiner (Me.) High School
Gardner High School
General Electric Training School
(Lynn)
Gilbert School (Winsted, Conn.)
Gloucester High School
Good Will High School(Hinckley,Me.)
Grafton High School
Great Barrington High School
Great Neck (N. Y.) High School
Greely Institute (Cumberland, Me.)
Greenfield High School
Greenville (Me.) High School
Groton (Vt.) High School
Groveland High School
Hamilton High School
Hampstead (N. H.) High School
Hampton (N. H.) Academy
Hanover High School
Hanover (N. H.) High School
Hartford (Conn.) Public High School
Hartford High School
(White River Junction, Vt.)
Haverhill High School
Haverling High School (Bath, N. Y.)
Hebron (Me.) Academy
Hingham High School
Holbrook High School
Holden High School
Holley (N. Y.) High School
Holliston High School
Holyoke High School
Homer (N. Y.) Academy
Hopedale High School
Houlton (Me.) High School
Howard High School
(W. Bridgewater)
Hudson High School
Hudson (N. Y.) High School
Huntington School (Boston)
Hyde Park High School
Ithaca (N. Y.) High School
Jamaica Plain High School
Johnson High School (N. Andover)
Johnson (Vt.) High School
Johnston (N. Y.) High School
Joplin (Mo.) High School
Jordan High School (Lewiston, Me.)
Keene (N. H.) High School
Kents Hill (Me.) Seminary
Killingly High School
(Danielson, Conn.)
Kingfield (Me.) High School
Kingston High School
Kingston (N. Y.) High School
Lawrence Academy (Groton)
Lawrence High School (Falmouth)
Lawrence High School
Leavenworth High School
(Waterbury, Conn.)
Lee High School
Leominster High School

Lewis High School
(Southington, Conn.)
Lexington High School
Lincoln High School
(Paducah, Ky.)
Lincoln Preparatory School (Boston)
Littleton High School
Livermore Falls (Me.) High School
Liverpool High School
(Nova Scotia, Canada)
Lockport (N. Y.) High School
Los Angeles Polytechnic School (Cal.)
Lowell High School
Lowell Institute (Boston)
Lynn Classical High School
Lynn English High School
Madison (Me.) High School
Malden High School
Mamaroneck (N. Y.) High School
Manchester (N. H.) High School
Manning High School (Ipswich)
Mansfield High School
Marblehead High School
Marion (N. Y.) High School
Marlboro High School
Maynard High School
Mechanic Arts High School (Boston)
Medfield High School
Medford High School
Medway High School
Melrose High School
Meriden (Conn.) High School
Middleboro High School
Middletown (Conn.) High School
Middletown (N. Y.) High School
Milford High School
Milo (Me.) High School
Milton High School
Mineola (N. Y.) High School
Montgomery (N. Y.) High School
Montpelier (Vt.) High School
Morris Run (Pa.) High School
Morristown (N. J.) High School
Mt. Hermon School
Mumenas, Pr., High School
(Kovno, Lithuania)
Nantucket High School
Nashua (N. H.) High School
Natick High School
Naugatuck (Conn.) High School
Needham High School
New Bedford High School
New Bedford Vocational School
New Boston (N.H.) High School
New Britain (Conn.) High School
Newburyport High School
New England Preparatory School
(Boston)
New Hampton (N. H.) Literary Inst.
New Haven (Conn.) High School
New London (Conn.) Vocational School
New Milford (Conn.) High School
Newport High School (Detroit, Me.)
Newport (Vt.) High School
New Port High School (Wanamie, Pa.)
New Salem Academy
Newton Parochial High School
Newton Classical High School
Newton Vocational School
(Newtonville)
Northampton High School
North Attleboro High School
North Brookfield High School
Northfield High School
North Tonawanda (N. Y.) High School
North Yarmouth (Me.) Academy
Norton High School
Norway (Me.) High School
Norwell High School
Norwich High School (Ontario, Can.)
Norwood High School
Old Town (Me.) High School
Oliver Ames High School
(North Easton)
Orange High School
Oswego (N. Y.) High School
Park Ridge (N. J.) High School
Parsonfield (Me.) Seminary
Paterson (N. J.) High School
Pawtucket (R. I.) High School
Peabody High School
Pepperell High School
Peterboro (N. H.) High School
Phillips Andover Academy
Pittsfield High School
Plymouth High School
Portland (Me.) High School
Port Washington (N.Y.) High School
Pratt High School (Essex, Conn.)
Prattsburg High School (N. Y.)
Prince of Wales College
(Charlottetown, P. E. I., Canada)
Princeton (Me.) High School
Proctor (Vt.) High School
Providence (R. I.) Technical High School
Punchard High School (Andover)
Putnam (Conn.) High School
Quincy High School
Randolph (Vt.) High School
Reading High School
Redondo Beach (Cal.) High School
Rensselaer (N. Y.) High School
Revere High School
Rezende Collegio
(Rio de Janeiro, Brazil)
Richards High School
(Newport, N. H.)

Richford (Vt.) High School
Ridgewood (N. J.) High School
Rindge Technical School (Cambridge)
Rochester (Vt.) High School
Rockland High School
Rockport High School
Rogers High School (Newport, R. I.)
Rome (N. Y.) Free Academy
Sabbatus (Me.) High School
Salem High School
Sacred Heart High School
(Gallup, New Mexico)
Sanderson Academy (Ashfield)
Saugus High School
Scarboro (Me.) High School
Scituate High School
Sharon High School
Shead Memorial High School
(Eastport, Me.)
Shelton (Conn.) High School
Shewsbury High School
Skowhegan (Me.) High School
Solon (Me.) High School
Somersworth (N. H.) High School
Somerville High School
South Amboy (N. J.) High School
South Manchester (Conn.) High School
South Orange (N. J.) High School
South Paris and Norway (Me.) High School
South Portland (Me.) High School
South Roylston (Vt.) High School
Spaulding High School (Barre, Vt.)
Springfield (Vt.) High School
Springfield Technical School
Springfield Commerce High School
Stafford High School
(Stafford Springs, Conn.)
St. George's High School
(Tenant's Harbor, Me.)
St. John's (Mich.) High School
St. John's High School
(New Brunswick, Canada)
St. John's Preparatory School(Danvers)
St. Mary's High School (Taunton)
Stephens High School (Rumford, Me.)
Stevens High School(Claremont,N.H.)
Stoneham High School
Stonington (Conn.) High School
Stoughton High School
Stow (Vt.) High School
Stratford (Conn.) High School
Suffern (N. Y.) High School
Suffield (Conn.) High School
Sutton High School
Swampscott High School
Symferopol School (Russia)
Taunton High School
Templeton High School
Thayer Academy (So. Braintree)
Thetford (Vt.) Academy
Thomaston (Conn.) High School
Tilton (N. H.) Seminary
Tisbury High School (Vineyard Haven)
Torrington (Conn.) High School
Tourtellotte Memorial High School
(Thompson, Conn.)
Townsend High School
Troy Conference Academy
(Poultney, Vt.)
Turner Falls High School
Uxbridge High School
Waitsfield (Vt.) High School
Wakefield High School
Walpole High School
Waltham High School
Wareham High School
Warren (Me.) High School
Warwick High School
(Apponaug, R. I.)
Washington High School
(Meriden, Conn.)
Washington Depot (Conn.) High School
Watertown High School
Wayland High School
Wellesley High School
Wells High School (Southbridge)
West High School (Rochester, N. Y.)
Westboro High School
Westbrook (Me.) Seminary
West Haven (Conn.) High School
Weston High School
West Roxbury High School
West Springfield High School
Weymouth High School
Whitman High School
Wilby High School
(Waterbury, Conn.)
Williamsburg High School
Williamstown (Vt.) High School
Williston Seminary (Easthampton)
Wilmington High School
Wilton (Me.) Academy
Winchester High School
Windsor (Conn.) High School
Winter Harbor (Me.) High School
Winthrop High School
Woburn High School
Worcester Classical High School
Worcester Commercial High School
Worcester English High School
Worcester North High School
Worcester South High School
Wrentham High School
Yonkers (N. Y.) High School

Co-operative Education

THE Day Division of Northeastern University is definitely committed to the co-operative plan and was apparently the first to introduce this type of education to New England, three years after Dean Herman Schneider had instituted the pioneer co-operative college in the United States at the University of Cincinnati. From a small beginning in 1909 Northeastern has grown to be one of the largest co-operative institutions in the country, enrolling approximately 2000 students and co-operating with over 350 industries in New England and adjacent territory. The manner in which instruction is correlated with co-operative work is indicated in the following description of the organization and functions of the Department of Co-operative Work.

Department of Co-operative Work

THE Department of Co-operative Work comprises a group of faculty members known as co-ordinators whose entire time is given to establishing and maintaining co-operative relationship with appropriate commercial, industrial, and professional organizations. The work of co-ordination is considered to be of primary importance in the orientation and development of students on the co-operative plan. Co-ordinators are therefore appointed because of their experience in special fields of work, capacity for understanding and administering human relations, ability to give occupational information and advice, and general fitness for guiding and inspiring young men. Co-ordinators are ranked on the same basis as other members of the faculty and are equally concerned with academic activities and other student affairs.

Each co-ordinator, because of his particular background and interests, is assigned to the supervision of students in a given Curriculum for whose placement and guidance he is responsible. During school periods co-ordinators meet their charges in regularly scheduled conference classes where individual problems encountered on the job are discussed and solved. Every student is required to prepare and present a paper dealing with some phase of his co-operative work. This is criticized and commented upon by the co-ordinator and by the other students to the end that all may acquire a sense of social understanding and job wisdom.

The Department of Co-operative Work has, in its relation to undergraduates, three primary functions:

1. Student Analysis and Counselling

Students in each curriculum are assigned to a co-ordinator, who interviews them periodically during their freshman year for the purpose of determining their background, abilities, temperaments, and aptitudes. During these interviews the co-ordinator discusses various fields of activity and answers such questions as the students may have in regard to the many phases of business and industry. Each student is studied in the light of his physical condition, scholastic ability and other factors affecting his probable success in vocational life. These interviews culminate in a mutual agreement between the student and his co-ordinator regarding the field of co-operative work in which the student is to be placed. During his upperclass years the student continues to have frequent conferences with his co-ordinator regarding vocational adjustments and personal problems. In this way the progress of every student is observed and co-ordinated with his school work to the end that he may obtain maximum values from his training at Northeastern.

2. Placement

With this carefully assembled information the co-ordinator visits co-operative firms and arranges with them for the employment of the students under his charge. The range of opportunities available to Northeastern students is wide, including practically all phases of industrial life. As a general rule, sophomores are placed upon routine and laborious jobs through which they may prove their fitness for more responsible work. The jobs upon which Northeastern students are employed are in no sense protected opportunities. They are regular jobs under actual business conditions and are held in competition with other sources of supply. The only special privilege accorded Northeastern students is that of attending school on the co-operative plan. The school expects every student to stand on his own feet while he is on co-operative work, and advancement to the more responsible jobs is based entirely upon merit.

3. Supervision and Guidance

While the School does not adopt a paternal attitude toward co-operative work, it nevertheless assumes certain responsibilities toward students and co-operating firms. Co-ordinators visit each job in order that the employer may report upon the student's achievement and that necessary adjustments may be made. Co-ordinators supervise the assignment of students to various jobs and in conjunction with employers arrange for promotions and training schedules. Problems that arise on co-operative work are adjusted by mutual agreement of co-ordinator, student, and employer, wherever possible. In the event of special difficulties or dissatisfaction, the case may be adjusted by the Committee on Co-operative Work, which comprises several members of the faculty.

Through a series of co-operative work reports prepared during their working periods, students are led to analyze their jobs and to develop a thoughtful and investigative attitude toward their working environment. A most important phase of co-operative work is the opportunity afforded for guidance by the frank discussion, in conference classes, of actual problems encountered on the job. The intimate contact between co-ordinator and student is of great worth in helping the student to get the most value from each co-operative work assignment. While the school endeavors to provide every possible opportunity for its students, it expects them at the same time, to take the initiative and to assume the responsibility involved in their individual development. To every student is available the counsel and guidance of the faculty, and every resource at its disposal. But the faculty does not coerce students who are disinterested or unwilling to think for themselves.

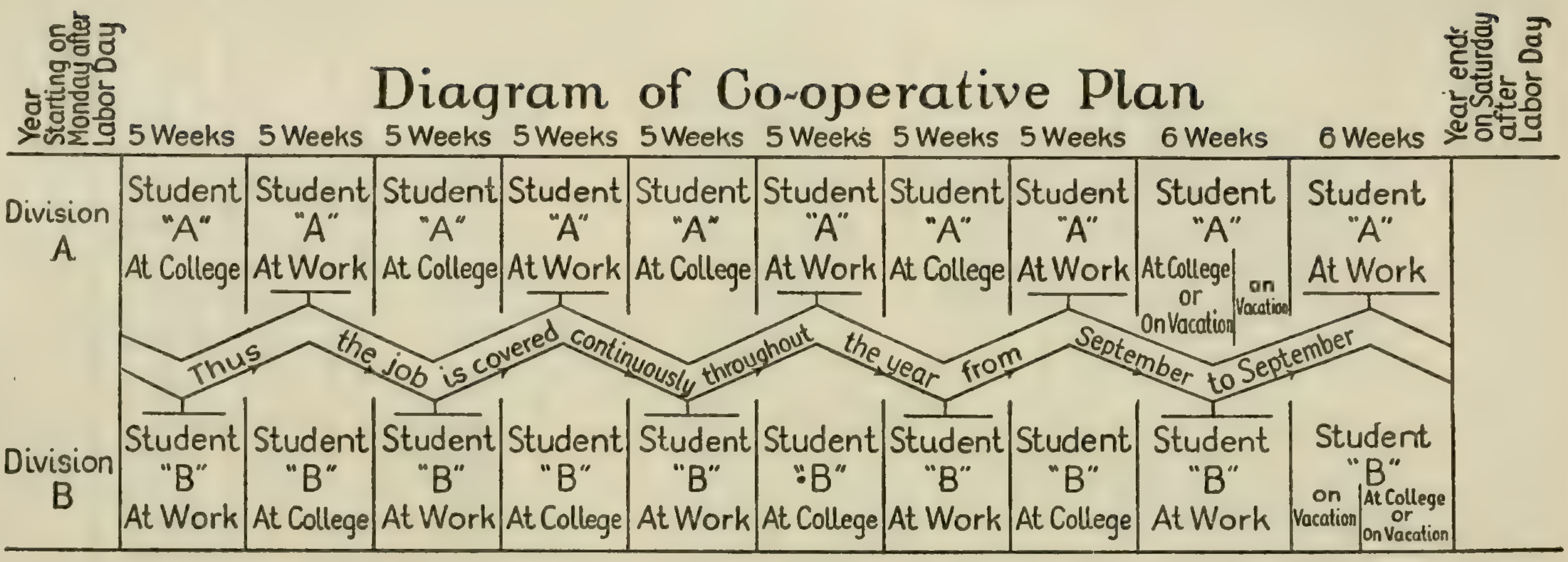
THE CO-OPERATIVE PLAN IS THUS DESIGNED SPECIFICALLY TO PROVIDE ACTUAL WORKING CONDITIONS WHICH SHALL AFFORD THE STUDENT PRACTICAL EXPERIENCE, GIVE MEANING TO HIS PROGRAM OF STUDY, AND TRAIN HIM IN RELIABILITY, EFFICIENCY, AND TEAM-WORK.

Co-operative Plan

TO illustrate the co-operative plan, let us take the case of two men, "A" and "B," who desire to pursue one of the curriculums offered.

If the men are members of any one of the four upper classes, "B" will be assigned early in September or before to one of the plants of a firm that is co-operating with the School. There he receives practical experience under school supervision for a period of five weeks. "A" who is called the *alternate* of "B" has meanwhile been attending classes at the School. At the end of the five-week period, "B" takes the place of "A" at School, and "A" relieves "B" at the plant of the employing firm. This procedure is repeated each period, the same two students alternating with that firm for at least one calendar year from the date of starting the work. "A" and "B" are spoken of as "Division A" and "Division B" men respectively.

Diagram of Co-operative Plan



UPPER CLASSMEN ONLY

The diagram above represents graphically the Co-operative Plan, open to upper-classmen, by which the year is divided into alternate periods of work and study. As the diagram shows, each co-operative job is covered by two students, one from Division A and one from Division B. The Division B man works while the Division A man studies, and *vice versa*. Thus each job is covered continuously from September to September by one pair of men.

Division A freshmen enter college early in September and continue class work for thirty consecutive weeks, except for Christmas holidays, or until about the second week in April. Division B freshmen enter in the latter part of December and continue until about the middle of July.

Those students who have passed all their first and second semester courses become eligible for placement at co-operative work immediately at the close of their school year. Although co-operative work is not required at the close of the freshman year, it is recommended that freshmen accept co-operative work assignments when advised to do so by the Director of Co-operative Work.

When freshmen accept co-operative work assignments, they are expected to fulfill all of the requirements governing co-operative work. Such assignments are made with the understanding that the applicant is willing to continue on that job until the date of registration for the sophomore year. Division A freshmen should plan to take any desired vacation just prior to the opening of the sophomore year in September. Division B freshmen should take any desired vacation immediately after the close of the freshmen year and before accepting a co-operative work assignment.

Correlation of Practical and Theoretical Work

Co-operating employers agree, when practicable, to employ the students in the various departments of their establishments. This training is as thorough and complete as the academic work. Where possible, the plant experience ranges from the handling of the raw materials to the shipment of the finished product. This practical training provides the opportunity to acquire a knowledge of executive duties in the plant as well as the use of machines. Thus, at the end of this course, the graduate has gained a familiarity with both plant operation and related problems of administration. To derive the greatest value from such courses, the student is advised to continue, if possible, in the employ of his co-operating firm for *at least one year* after graduation, since certain types of work which would afford him valuable experience cannot be made available to him while he is alternating between work and study. Statistics show that from thirty-five to fifty per cent of each graduating class do remain with their co-operating employers after graduation.

Co-operative Work Reports

The correlation of practical and theoretical work is further promoted by required report writing. These co-operative work reports are written during the working periods by all co-operative students. A complete job analysis is required as the first report written on any new co-operative work assignment. Subjects of other reports are selected by the student after conference with his Co-ordinator of Co-operative Work by whom they must be approved. The reports are designed to encourage the observational and investigative qualities of the students and to help them to appreciate more fully the extent and value of their experience. These reports are carefully read by the Co-ordinator and are discussed with the student during the next following school period. Exceptionally valuable results are obtained from these reports. The value derived must necessarily be directly proportional to the conscientious and intelligent concentration of effort by the student upon this phase of the work.

Co-operative Work Records

Complete and detailed records are kept of the co-operative work of each student. They are based upon reports made by the employer at the end of each working period; upon occasional personal interviews between the employer and the Co-ordinator; and upon various evidences of the student's attitude toward all the phases of his co-operative work. It is not possible to secure a degree unless this part of the curriculum is completed satisfactorily. These records of practical experience serve as a valuable future reference for the Alumni Placement Division of the Department.

Number of Positions Available

The number of positions at our disposal in any one branch of industry is necessarily limited. Thus far desirable positions have been secured for our students as the growth of the school has demanded. Co-operative work is not required of freshmen at the close of the freshman year, but efforts will be made to obtain work for those who prefer to be assigned to work by the School.

Some students prefer to secure their own co-operative work. TO BE SURE OF RECEIVING CREDIT, HOWEVER, THE STUDENT MUST SECURE THE APPROVAL OF SUCH WORK FROM THE DIRECTOR OF CO-OPERATIVE WORK BEFORE ACCEPTING THE POSITION. Alternates may be furnished by the School, if desired. Such individual arrangements are entirely acceptable to the School, provided they are made with the approval of the Director of Co-operative Work, and do not conflict with other obligations assumed by that student.

Because of its dependence upon general business conditions over which it has no control, the School cannot and does not *guarantee* placement. Experience has demonstrated, however, that students who are willing and are capable of adapting themselves to existing conditions are almost never without employment, except in periods of severe industrial depression.

Attitude of Co-operating Firms

That co-operating employers favor our plan is clearly demonstrated by their retention of the same students from year to year, and by their readiness to take on new co-operative students whenever appropriate jobs become available. Men under whose supervision the students have been doing work are almost unanimous in their approval of our plan.

Assignment to Co-operative Employment

A student is assigned to a co-operative job by the following routine: He is given general information in regard to the work, the hours, the location, the rate of pay, and so forth. If the job seems acceptable, he is given a copy of the Co-operative Work Regulations (see page 48) and is required to sign the co-operative employment agreement (See page 47). He is then given a card of introduction and sent to the employer for personal interview. During the interview with the employer the student is expected to acquaint himself with further details of the nature of the work and the conditions under which he will be expected to work. He may then accept the position subject to his acceptance by the employer. The latter indicates his acceptance or rejection of the student by marking the introduction card and returning it by mail to the School. It is expected that no student will accept placement by the School unless he intends to continue throughout the year in school and with the firm in question, in accordance with the Co-operative Work Regulations.

During the periods of co-operative work, students report for work as do other employees, no special privileges being granted. While at work, students are allowed only legal holidays. *School holidays are not holidays for students on Co-operative work.* Students are not permitted to discontinue co-operative work except by previous arrangements with the School. In all cases of absences from co-operative work, whether avoidable or not, the student or a member of his family is required to notify by telephone immediately the EMPLOYING FIRM and the SCHOOL. FAILURE TO DO SO IS SUFFICIENT CAUSE FOR DISMISSAL.

The School places the student at work with the employing firm and is responsible for his presence and conduct at work as well as the quality and scope of his work. All difficulties arising in regard to students who are on co-operative work are taken up with the school authorities at the next following school period. The Co-operative Work Office is open on special evenings each week during the school year for consultation with students who are engaged at co-operative work during the day.

Students in the fourth and fifth years are almost invariably placed with firms which give them experience directly in line with the course of study followed at school.

Second and third year men, as a rule, are assigned to work not so technical in character, but designed to train the younger men in the fundamental qualities of cheerfulness, dependability, enthusiasm, and "grit". In connection with co-operative work during the student's college course these attributes are emphasized at every opportunity. The first year's training is designed especially to develop these habits. If a young man can form habits of mental and physical alertness and reliability, he has laid a sure foundation for success and happiness in later life. The detailed technical information and experience is added in the three upper years.

The School cannot guarantee to place students, because of uncertainties of business conditions as well as other reasons beyond the control of the School. Although the School in no way discriminates between students of various races and religions, considerable difficulty has been experienced in placing the members of certain racial groups on co-operative work.

Location of Work

It is the policy of the School to assign students to co-operative work within commuting distance of their homes. This is not always possible, however, and at times it may be necessary for students to live away from home in order to obtain satisfactory and desirable co-operative work assignments.

Credits

The conscientious pursuit and successful completion of co-operative work assignments are necessary for the student to obtain the degree. Seniors are required to take co-operative work from September to June for four alternative five-week periods and they receive therefor twenty credits toward the degree. Other Upper classmen work for four five-week and one six-week alternate periods, a total of twenty-six weeks per year and receive therefor twenty-four credits toward the degree each year. Students on the full-time plan do not receive credit toward the degree for the practical experience they may obtain during summer vacations.

Credit is given once a year at the close of the last working period for that year.

During periods of business depression or seasonal cessation of certain industries when it may be impossible for the School to provide satisfactory employment for all students, a student may be required to attend school and take additional school work. The passing of the required courses taken under such circumstances will prevent lapse of credit toward the degree as the result of being out of work.

Credit obtained on the full-time plan cannot be substituted for deficient credit on the co-operative plan and co-operative work credit cannot be substituted for deficient credit on the full-time plan.

In general, changes and transfers in co-operative work are made in September, at the beginning of the school year.

Earnings

The rates of pay for students in the School are low, primarily because the students are given the privilege of attending school on the co-operative plan. The employer thus feels justified in devoting time to the instruction of the students and in transferring them at reasonable intervals from one department to another.

The following table of wages by agreement with the co-operating firms is the *minimum* to be paid the students.

$12 per week for the first and second years.
$14 per week for the third year.
$16 per week for the fourth and fifth years.

No upper limit is set. *All employers are requested to pay as high a rate as the student proves himself worth.* The averages are $15, $18, and $20 for second, third, and fourth year men respectively. No data are yet available covering the fifth year. The total income is more than enough to pay the tuition and the necessary school expenses, BUT DOES NOT COVER BOARD, ROOM RENT, AND OTHER LIVING EXPENSES, EITHER WHILE IN SCHOOL OR ON THE JOB.

A student may be expected to accept an assignment to co-operative work—if recommended by the department as offering suitable and desirable training— even though the wage rate may be only sufficient to cover living expenses during the period of employment.

Educational Certificates

The law of Massachusetts requires all students under twenty-one years of age to obtain Educational Certificates. Massachusetts General Laws 1921, Chapter 149, Section 95: "No minor over sixteen and under twenty-one shall be employed in a factory, workshop, manufacturing, mechanical or mercantile establishment, or in a public or private bowling alley, pool or billiard room, bootblack stand or establishment, barber shop, or in the construction or repair of buildings, or by an express or transportation company, ... unless his employer procures and keeps on file an educational certificate showing the age of the minor and his ability or inability to read and write as hereinafter provided." Students living outside of Boston should bring with them Birth Certificates, in order to save time and trouble. The Educational Certificates, upon request, may be obtained from the Superintendent of Schools in the city or town where the student resides during the period of his employment, if he lives in Massachusetts. Students residing outside of the Commonwealth during employment periods, but working within the Commonwealth are required to obtain Educational Certificates from the Superintendent of Schools or designated official of the town where employed.

Co-operative Employment Agreement

It is considered a vital part of the practical training of each student thoroughly to impress upon him the value of proper analysis of obligations about to be assumed and the importance of fulfilling them after they have been assumed. Thus, every student must enter into an agreement with the University at the time he accepts his co-operative work assignment. The following form is issued:

Northeastern University

Co-operative Work Agreement

I,..................Course............
(Name of Student)
Year..........Division..................

Employing Firm

agree to work with......................
....
on the regular co-operative plan in accordance with Co-operative Work Regulations.

Rate of Pay

I agree to accept the wages of.......... per...................., this amount to be increased as my ability and other conditions may warrant.

Term of Employment

I understand that I am to work on this job for one year from date including the regular summer working period. This agreement does not bind my employer to continue my services any longer than it is practical to do so. *I will not leave nor arrange with my employer to be relieved of this job* without the approval of the Director of Co-operative Work.

Credit for Degree

I realize that my work on this job is part of the requirements for a degree and that credit will be given only in return for satisfactory service to the employer and the proper handling of the job.

Educational Certificate

In accordance with the laws of the Commonwealth of Massachusetts, I shall obtain the necessary working certificate before starting work on this job.

Date...........................

Signature...........................Age...............
(Student)

Address...........................Tel...............

Signature of Co-ordinator..........................

Co-operative Work Regulations

The successful administration of the co-operative plan of education depends upon the conscientious observance by all co-operative students of certain fundamental routine principles and policies. The following regulations have been adopted at Northeastern to develop in its students that respect for obligations and that spirit of co-operation so essential to the successful conduct of co-operative education and the development of dependable men.

Assignment to Work

When a student is assigned to co-operative work it is with the definite understanding, unless otherwise stated in writing on the agreement blank, that he will continue in the employ of that firm for the minimum period of one year on the co-operative plan dating from date of acceptance. He is required to sign the co-operative agreement to that effect. The first week on the job is the only trial period allowed, and the Department of Co-operative Work must be notified by the student during this first week if for any reason the student does not want to retain the job for at least the calendar year. If without such notice the student still retains the job for more than a week, his co-operative agreement becomes effective automatically, and he is required by the school to fulfill that agreement. Any exceptions may be allowed only upon petition to the Co-operative Work Committee.

This agreement obligates the employer to retain the student on the job only as long as the co-operation is practicable. Employers are advised to discharge students after fair trial for unsatisfactory work, incompetency, inability, or any irregularity. In other words, every student is expected to work conscientiously and to the best of his ability and retain his job in competition with others only through satisfactory service.

Trial Week

A student giving notice of dissatisfaction or desire for different assignment during his trial week is expected to stay on the job until released by the Department of Co-operative Work. The offices of the Department are open on certain evenings for the convenience of students desiring to communicate such notice to their co-ordinators. Students must not take time off from work for these conferences.

Co-operative Year

Co-operative work continues throughout the summers following the second, third, and fourth years. Each alternate is required to work on his co-operative job during his regular summer work period, as shown on the calendar in the catalog, in order to obtain the necessary credit for the degree. The co-operative plan comprises four (4) five-week periods and one (1) six-week period, the latter coming during the summer months.

Time Off

A student is expected to be on the job regularly and punctually. He has no special privileges except those allowed to other regular employees of the company. He is expected *not to take time off* from work for any school activities or other personal interests unless by previous approval from the Department of Co-operative Work and the employer.

Senior Theses

Senior theses should not be allowed to interfere *in any way* with co-operative work. When a thesis is conducted at the plant of a co-operating firm, the rules which govern such thesis work and which accompany the thesis instructions must be carefully observed. Time should not be taken off from work for any thesis requirements.

Absence from Work

In case of sickness or other emergency requiring a student's absence from work, the EMPLOYER and the DEPARTMENT OF CO-OPERATIVE WORK must be notified. Students living within a reasonable distance from the school should notify the department by telephone. If more than a 10 cent call would be required, the mail will be considered satisfactory. The Department of Co-operative work must be notified by telephone or by mail when the student returns to work.

Discharge or Lay-Off

When a student is discharged or temporarily laid off, it is his responsibility to notify the Department of Co-operative Work. Failure to notify the department may result in unnecessary loss of credit.

Desertion of Job

A student who leaves his co-operative job without prior approval of the Department of Co-operative Work or who so conducts himself on the job as purposely to cause his discharge, may be immediately suspended from college for breach of discipline.

Participation in Activities

A student wishing to participate *during working hours* of co-operative work periods in student activities at college should obtain consent for such participation through the Department of Co-operative Work. Employers are ordinarily willing to comply with reasonable requests for such participation when it does not seriously interfere with the proper conduct of the job. The job must always be given prior consideration.

Evening Office Hours

From October 1 to May 15 the office of the Department of Co-operative Work is open during certain evenings of each week from 6 to 8 P.M. for the convenience of any student wishing to discuss any phase of his co-operative work. These evening hours are kept to avoid the necessity of the student's taking time off from work during the day. Evening hours of each co-ordinator are posted outside office 350M.

Own Job

A student who wishes to obtain his own co-operative employment must petition to the Co-operative Work Committee for approval of the work before accepting the job. Credit for such jobs will be allowed ONLY FROM DATE OF APPROVAL.

Types of Co-operative Work

Insofar as possible students are placed at co-operative work in that general field of business for which they express preference, provided that aptitude, physical ability, temperament and other personal qualities appear to fit them for this field. Usually students are placed first in the lower ranks of an organization where they may learn the fundamental requirements of the business.

For example, a student interested in manufacturing might be started as an operative on some machine in the plant. As his progress and other conditions warranted he would be transferred to other types of work such as shipping, inspecting, cost finding, adjusting complaints, or bookkeeping, and so on, so that in the course of his four years of co-operative training he would have the opportunity to acquire a substantial background in at least some of the functions of factory administration. The entire training might or might not be with one company, depending upon its facilities and size. This progressive type of training is more readily obtained in the employ of one company. A change of company each year provides more a change of environment than a progression of experiences.

Similarly, students desiring to specialize in merchandizing are frequently placed as stock boys in a department store. If they demonstrate potential ability in that field of work they may later become sales clerks, floor supervisors, or administrative assistants in various departments.

Again, from an initial job as bank messenger a student may advance by progressive steps in one of the many departments of a banking institution. Banking operations today are so complex and offer so many opportunities for specialized development that the training schedule of any one student would be governed by his particular abilities and tastes.

Investment houses, newspapers, advertising agencies, department stores, chain stores, wholesale houses, banks, manufacturing companies, public utilities, and many other types of business enterprises are employing Northeastern students. In some cases definite training schedules have been established such as that with the S. S. Pierce Co. shown below:

S S. PIERCE COMPANY

One Year
- Assembly Department
  - Sorting
  - Stocking
  - Checking
- Shipping and Delivery Department
  - Retail Delivery
  - Shipping, Clerical
  - Express Shipping
- Clerical Department

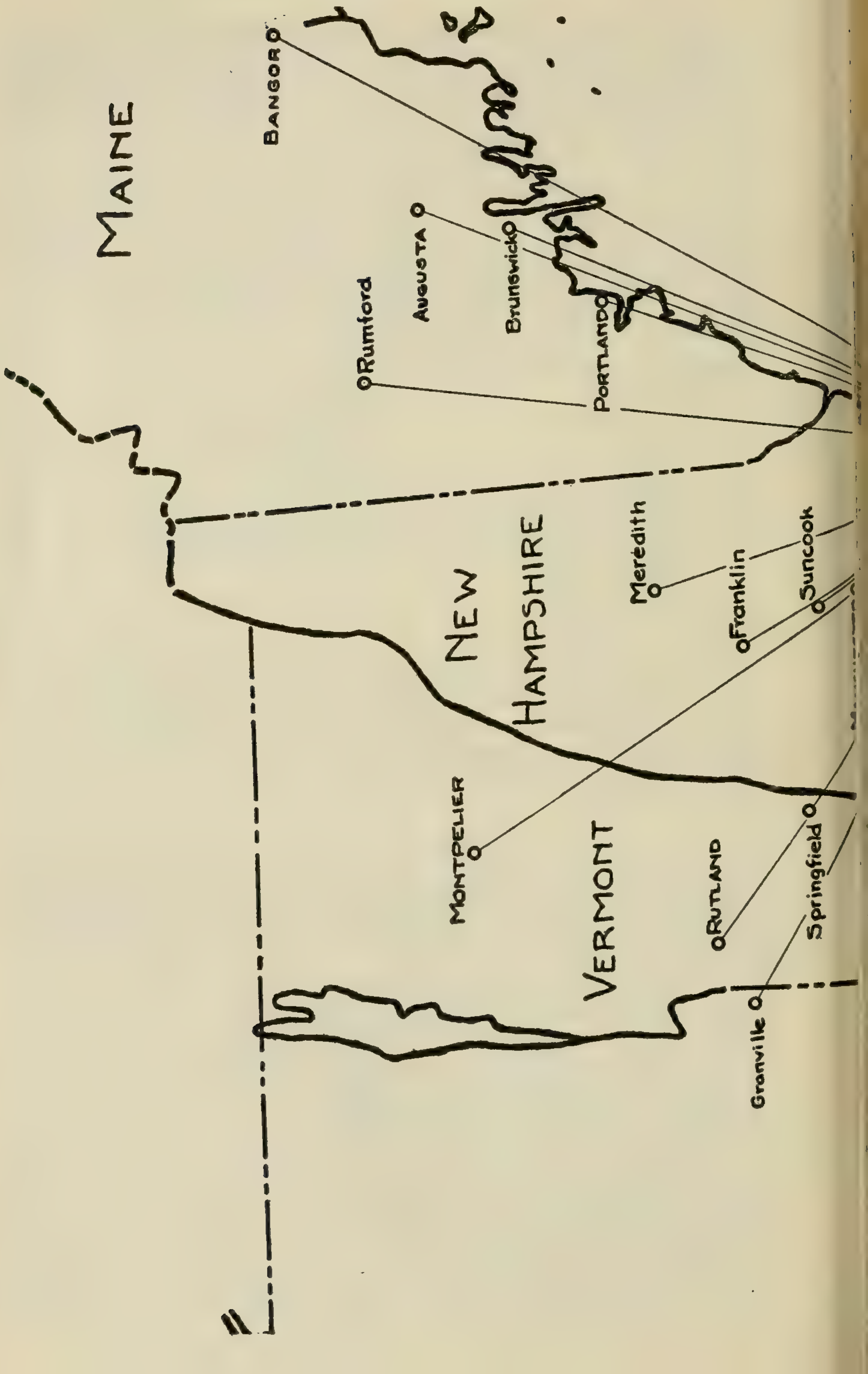
One Year
- Retail Stores Sales
- Telephone Call-in
  - Call-out
- Counter
- Display Department
- Accounting Department
- Investigation Department

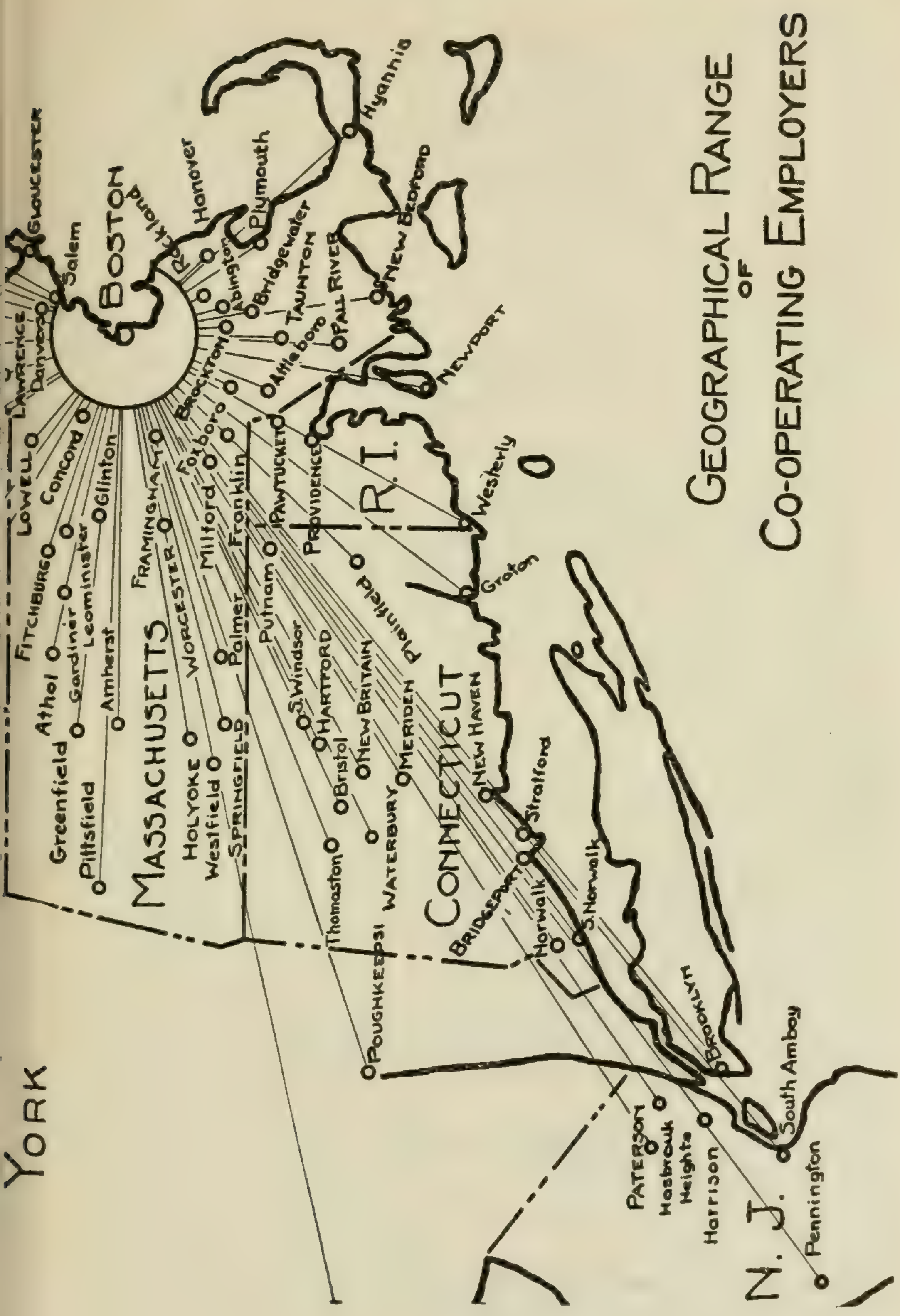
Students should realize, however, that transfers and promotions on all co-operative jobs, come as the result of earnest application to assigned responsibilities. Neither the School nor the employer can confer experience upon a student. This he must obtain by his own efforts.

Co-operating Firms

The following firms co-operate with the Day Collegiate Schools of Northeastern University, some with one school and some with the other or both, when students are available and business conditions warrant:

Aberthaw Construction Company, Boston
Alaska Freezer Company, Inc., Winchendon
American Agricultural Chemical Company, Weymouth
American Schaeffer & Budenberg Corporation, Worcester
American Woolen Company, Lawrence and Maynard
Ames Shovel & Tool Company, North Easton
Arcade Malleable Iron Company, Worcester
Ashton Valve Company, Cambridge
Atlantic & Pacific Tea Company, Dorchester
Bangor Hydro-Electric Company, Bangor, Maine
Barbour Welting Company, Brockton
Barrett Company, The, Everett
Batchelder & Snyder Company, Boston
Beacon Electric Company, Brookline
Beacon Oil Company, Everett


MAINE
BANGOR
AUGUSTA
Rumford
Brunswick
PORTLAND
NEW HAMPSHIRE
Meredith
Franklin
Suncook
MONTPELIER
VERMONT
RUTLAND
Springfield
Granville



GEOGRAPHICAL RANGE OF CO-OPERATING EMPLOYERS

Bee Machine Company, Lynn
Bethlehem Shipbuilding Corporation, Quincy
Bigelow & Dowse Company, Boston
Bird and Son, Inc., East Walpole
Blake Electric Manufacturing Company, Boston
Blake Pump Company, Fitchburg
Blanchard Machine Company, Cambridge
Bon Marche, Department Store, Lowell
Boston & Albany Railroad, Boston
Boston Consolidated Gas Company, Boston
Boston Gear Works, Quincy
Boston Ice Company, Boston
Boston Machine Works, Lynn
Boston & Maine Railroad, Boston
Boston Safe Deposit & Trust Company, Boston
Boston Sand and Gravel Company, Boston
Boston Woven Hose & Rubber Company, Cambridge
Boston Y. M. C. A., Boston
Bridgeport Brass Company, Bridgeport, Conn.
Browning Drake Corporation, Waltham
Buff and Buff Manufacturing Company, Jamaica Plain
Burnham's Antique Book Store, Boston
Butt, H. G., Manufacturing Company, Boston
Cambridge Electric Light Company, Cambridge
Cambridge Paper Box Company, Cambridge
Cambridge Rubber Company, Cambridge
Cape & Vineyard Electric Company, Falmouth
Carter, John, & Company, Inc., Boston
Carter, William, Company, Needham
Casey Foster Company, Boston
Central Maine Power Company, Lewiston, Maine
Central Trust Company, Cambridge
Chase & Gilbert, Engineers, Boston
Chase & Sanborn Company, Boston
Chase-Shawmut Company, Newburyport
Chemung Canal Trust Company, Elmira, N. Y.
Christian Science Publishing Society, Boston
Cities Service Refining Company, East Braintree
City Bank & Trust Company, Hartford, Conn.
Clapp, E. H., Rubber Company, Hanover
Cloverdale Company, Cambridge
Coffin Valve Company, Neponset
Concord Electric Light Department, Concord
Condit Electrical Manufacturing Corporation, South Boston
Converse Rubber Shoe Company, Malden
Copley Art Shop, Boston
Couch, S. H., Company, Quincy
Crittenden Manufacturing Company, Jamaica Plain
Crocker-McElwain Company, Holyoke
Cunardi Company, Boston
Curtis Publishing Company, Boston
Dartmouth Spa, Boston
Day, R. L., and Company, Boston
Dennison Manufacturing Company, Framingham
Doble Engineering Company, Medford Hillside
Dolle Electrical Machine Company, Boston
Donnelly Machine Company, Brockton
Draper Corporation, The, Hopedale
Edison Electric Illuminating Company of Boston

Electrical Installation Company, Boston
Electrical Repair Company, Bridgeport, Conn.
E. I. DuPont de Nemours Company, Everett
Ellis Manufacturing Company, Milldale, Conn.
Emerson Apparatus Company, Melrose
Emerton Albert, and Company, Boston
Erie Railroad Company, New York, N. Y.
Evatt, W. M., Company, Boston
Fales, L. F., Walpole
Federal Reserve Bank of Boston
Fellows Gear Shaper Company, Springfield, Vt.
William Filene's Sons Company, Boston
First National Bank of Boston
Fuller, George A., Company, Boston
General Alloys Company, South Boston
General Electric Company, Lynn
General Electric Company, Pittsfield
General Radio Company, Cambridge
Gilchrist & Company, Boston
Granite Trust Company, Quincy
Grant Company, W. T., Boston and Cambridge
Graton & Knight Manufacturing Company, Worcester
Greenfield Electric Light & Power Company, Greenfield
Greenfield Gas Light Company, Greenfield
Hale Waters and Company, Boston
Hammett, J. L., Company, Cambridge
Hartford Electric Light Company, The, Hartford, Conn.
Harvey, Arthur C., Company, Boston
Hedlund, Charles, Company, Quincy
Hill, George A., Company, Lowell
Hixon Electric Company, Boston
Hodder, Walter W., Company, Boston
Holtzer Cabot Electric Company, Roxbury
Holyoke Water Power Company, Holyoke
Hood Rubber Company, Watertown
Howe & French, Inc., Boston
Hunt-Spiller Manufacturing Corporation, South Boston
Hygrade Lamp Company, Salem
International Business Machines Corporation, New York
International Engineering Works, Framingham
International Paper Company, Franklin, N. H.
International Paper Company, Wilder, Vt.
International Silver Company, Meriden, Conn.
Jager, Charles J., Company, Boston
Jarvis Engineering Company, South Boston
Jentel Products Company, Boston
Johnson Educator Food Company, Cambridge
Jones & Lamson Machine Company, Springfield, Vt.
Jordan Marsh Company, Boston
Junior Achievement Society, Boston
Keene Gas & Electric Company, Keene, N. H.
Kenney Bros. & Wolkins, Boston
Kinney Manufacturing Company, Jamaica Plain
Lamson & Hubbard Company, Boston
Lawrence, A. C., Leather Company, Peabody
Lever Brothers Company, Soap Manufacturers, Cambridge
Lewandos, Watertown
Lindsay, P. K., & Company, Boston
Locke Regulator Company, Salem

Lovell & Covel Company Cambridge
Lundlin Electric & Machine Company, Boston
Lynn Supply Company, Lynn
Mace, Albert E., Company, Roxbury
Macy, R. H., Company, New York
Maine State Highways, Augusta, Me.
Malden & Melrose Gas & Electric Company, Malden
Manhasset Manufacturing Company, Putnam, Conn.
Manning, Maxwell & Moore, Inc., Fitchburg
Manthorne Market, West Roxbury
Marine Hardware Company, Peabody
Mason Regulator Company, Milton
Massachusetts Department of Public Utilities, Boston
Massachusetts Institute of Technology, Cambridge
Massachusetts Public Works Department, Division of Highways, Boston
Massachusetts Public Works Department, Testing Laboratory, Boston
McElwain, W. H., Company, Manchester, N. H.
McMichael & Company, Boston
Melville Shoe Corporation, Worcester
Merrimac Chemical Company, North Woburn and Everett
Metropolitan District Commission, Boston
Metropolitan District Water Supply Commission, Boston
Morgan Construction Company, Worcester
Morse Twist Drill & Machine Company, New Bedford
National Biscuit Company, Boston
National Company, Malden
National Shawmut Bank of Boston
New Bedford Gas & Edison Light Company, New Bedford
Newburyport Y. M. C. A., Newburyport
New Departure Manufacturing Company, Bristol, Conn.
New England Confectionery Company, Cambridge
New England Fuel and Transportation Company, Everett
New England Power Company, Worcester and Boston
New England Pressed Steel Company, Natick
New England Structural Company, Everett
New London Ship & Engine Company, Groton, Conn.
New York, New Haven & Hartford Railroad
Norfolk Iron Works, Quincy
Norfolk Paint & Varnish Company, Norfolk Downs
Northeastern University, Boston
North Packing & Provision Company, East Cambridge
Norton Company, Worcester
Oxford Paper Company, Rumford, Me.
Panther Rubber Manufacturing Company, Stoughton
Parks-Cramer Company, Fitchburg
Pierce Company, S. S., Boston
Plymouth Electric Light Company, Plymouth
Pneumatic Scale Corporation, Norfolk Downs
Portland, Maine, Department of Public Works
Rawson Electrical Instrument Company, Cambridge
Refrigerating Machinery Company, Boston
Reed & Barton, Taunton
Ridlon, Frank, Company, Boston
Roxbury Iron & Metal Company, Dorchester
Rubber Weld Sales Company, Cambridge
Ruggles-Klingemann Manufacturing Company, Salem
Russell Box Company, Waltham
Saco-Lowell Shops, Newton Upper Falls
Samson Electric Company, Canton

Sanborn Company, Instrument Manufacturers, Cambridge
Sayles Finishing Plants, Saylesville, R. I.
Sears, Roebuck & Company, Boston
Sawyer & Murphy, New Bedford
Sawyer, Henry L., Company, Framingham
Second National Bank of Boston
Shepard Stores, The, Boston
Simons Knitting Mill, Needham Heights
Simplex Wire and Cable Company, Cambridge
Simpson Brothers Corporation, Boston
Skinner Organ Company, Dorchester
Skinner, Sherman & Esselen, Inc., Boston
Somerville Machine & Foundry Company, Somerville
Spaulding-Moss Company, Boston
Springfield Gas Light Company, Springfield
Stafford Company, The, Readville
Stanley Electric Tool Company, New Britain, Conn.
Starrett, L. S., Tool Company, Athol
State of New York, Department of Public Works, Poughkeepsie, N. Y.
Stone & Webster, Inc., Boston
Storrs & Bement, Boston
Strathmore Paper Company, Woronoco
Studebaker Sales Company, Boston
Sturtevant, B. F., Company, Hyde Park
Submarine Signal Corporation, Boston
Sullivan Machine Company, Claremont, N. H.
Tilo Roofing Company, Somerville
Tower Manufacturing Company, Boston
Tucker Anthony & Company, Boston
Turner Construction Company, Boston
Turner Tanning Machinery Company, Peabody
Underwood Typewriter Company, Hartford, Conn.
Union Twist Drill Company, Athol
United Electric Light Company, Springfield
United Electric Railways Company, Providence, R. I.
United Life & Accident Insurance Company, Boston
United Shoe Machinery Corporation, Beverly
Universal Hoist & Body Company, Everett
Uphams Corner Market, Uphams Corner
Viscoloid Company, Leominster
Waldorf System, Incorporated, Boston
Walker & Pratt Manufacturing Company, Watertown
Waltham Watch Company, Waltham
Ward's Stationers, Boston
Weld, Grew & Company, Boston
Wellesley College, Wellesley
Western Union Telegraph Company, Boston
Westinghouse Electric & Manufacturing Company, Springfield
Wetmore-Savage Company, Boston
Weymouth Light & Power Company, Weymouth
Whidden Beekman Company, Boston
White & Company, R. H., Boston
Whitten, Edmund S., Company, Boston
Wireless Specialty Apparatus Company, Jamaica Plain
Woburn Machinery Company, Woburn
Wollaston Foundry Company, Norfolk Downs
Woods, S. A., Machine Company, Boston
Worcester Electric Light Company, Worcester
Young, Richard, Company, Boston

Detailed Information

Location

The University is housed in three buildings: the Main (Y.M.C.A.) Building, the Laboratory Building, and the Huntington Building.

These buildings are located on Huntington Avenue, just beyond Massachusetts Avenue, and are within easy access of the various railroad stations, and the business and residential sections. A map indicating the location of University Buildings is shown on page 60.

Housing Regulations

We are compelled to make agreements with the landladies who furnish accommodations for our students. The University endeavors to exercise due consideration and care for the student's welfare while in residence at School. These combined facts necessitate the adoption of rules and regulations presented herewith.

1. Assignments will be made when the student registers.
2. Students may inspect rooms before accepting an assignment; after reaching a decision students must notify the office of the Director of School Administration, 351M.
3. Students who accept room assignments must retain same for the period of their residence, unless given permission by the Director of School Administration to change.
4. Students are not permitted to live in unsupervised quarters. Under no conditions are groups of students permitted to lease apartments without prior approval of the Director of School Administration.
5. Students are not permitted to engage rooms without the prior approval of the school. Those violating this understanding will be required to give up such rooms immediately and will be assigned by the school to approved quarters.
6. Violation of any of the above rules is considered a breach of discipline and will be dealt with accordingly.
7. Every student whether living at home or away from home is required to return the room registry card mailed to him at the time of the assignment of division.

School Year

The First Semester for Division A begins each year on the second Monday in September, this constituting the beginning of the school year for all upper classmen.

Transportation

The chief railroad centers of Boston are the North and South Stations. From the North Station board a car going to Park Street at which junction transfer to any Huntington Avenue car. At South Station board a Cambridge subway train for Park Street Under. There change to a Huntington Avenue car and alight at Gainsborough Street a short distance from the Main Building of Northeastern University.

Residence

It has been found to be much more satisfactory for the student to live within easy access of Boston, especially during periods in school, than to live out twenty-five or thirty miles. The saving of time and effort more than offsets any increased expense. Residence in Boston is advisable, as it gives the student opportunity to use the college facilities outside of class hours, and to confer more easily with his instructors about his college work. It also gives him a wider range in the choice of a co-operative job, since he can readily report for early work, if necessary, which is often impossible if the student lives at a distance from Boston. Moreover, residence in Boston gives the student close connection with the activities of college life.

Dormitories

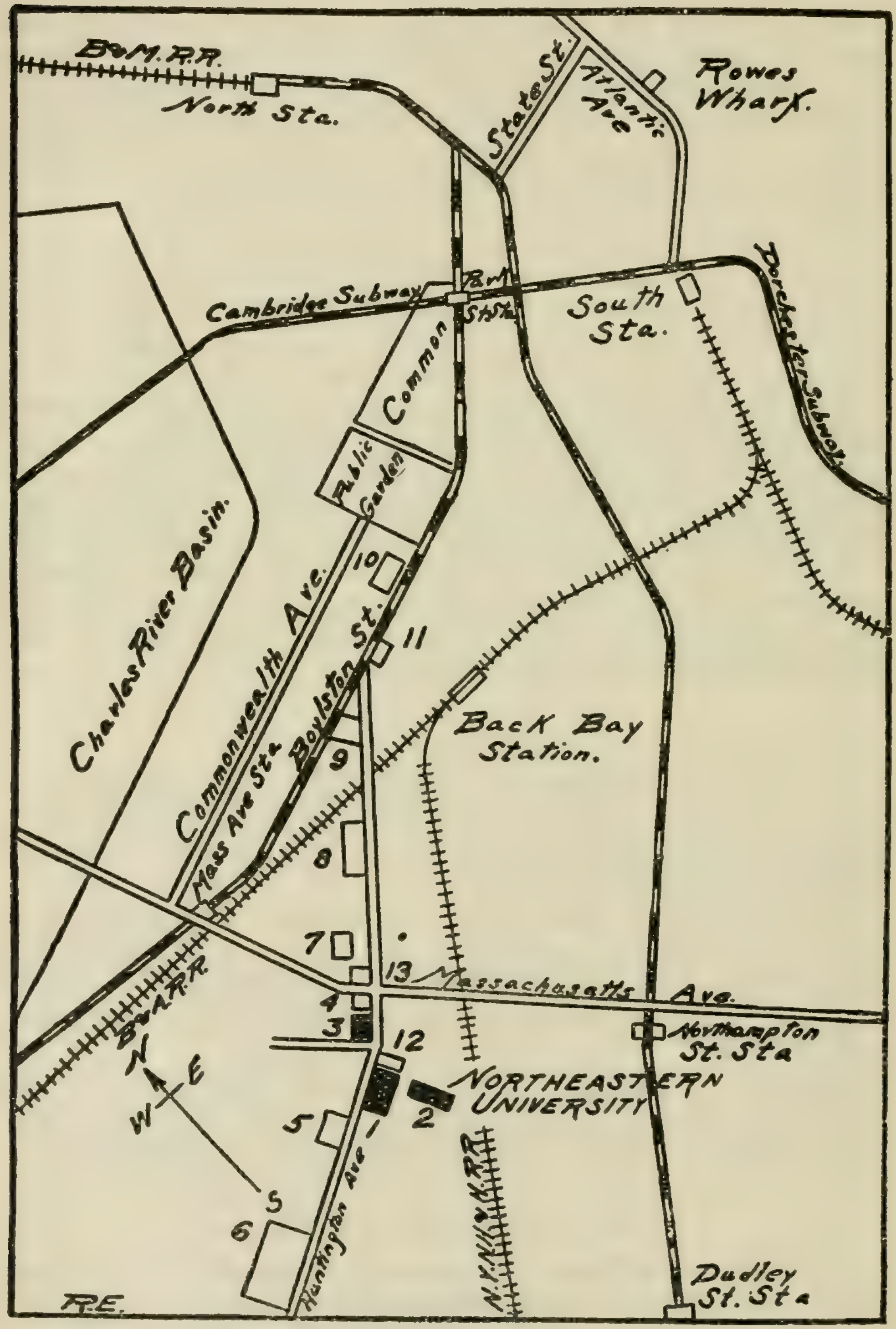
At present the School does not maintain dormitories. Provision, however, is made to secure rooms in the vicinity of the School. For information relative to such housing write the Director of Admissions.

Rooms in the dormitory of the Huntington Avenue Branch of the Boston Y. M. C. A. may be secured only through the Housing Department of the Branch. The applicant must present himself in person to a representative of the Department before assignment will be made.

Applicants desiring to room in the Association dormitory are advised to write the Housing Department of the Huntington Avenue Branch, 316 Huntington Avenue, Boston, Massachusetts.

Freshman Orientation Period

In order that freshmen may be ready to pursue their academic work with greater composure and be somewhat acclimated, preceding the beginning of scholastic work, three or four days of each term are devoted to a Freshman Orientation Period. During this time freshmen are given the necessary physical examination, advised as to school administration, and assisted



MAP OF IMMEDIATE VICINITY

Key to Map

Northeastern University and Vicinity

1. Administration Building, Boston Y. M. C. A.
2. Laboratory Building
3. Huntington Building
4. Symphony Hall
5. Boston Opera House
6. Boston Museum of Fine Arts
7. Christian Science Church
8. Mechanics Exhibition Hall
9. Boston Public Library
10. Museum of Natural History
11. Trinity Church
12. New England Conservatory of Music
13. Horticultural Hall

in every way possible in order that they may be prepared to begin serious study and work on the first day of the school term. All freshmen are required to attend all exercises scheduled during the Orientation Period.

Physical Examination

All freshmen receive a thorough physical examination at the School during the Orientation Period. All students are expected to report promptly at the appointed time for examination. Those who fail to appear at the appointed time will be charged a special examination fee of two dollars ($2).

Scholastic Year for Seniors

Seniors of either division, who are candidates for a degree in the current year, must have completed all academic work, class assignments, theses, regular and special examinations, before twelve o'clock noon of the Saturday next following the close of recitations for seniors, but in no case will the interval allowed be less than one week.

Attendance

Students are expected to attend all exercises in the subjects they are studying unless excused by the Director of School Administration. Exercises are held, and students are expected to devote themselves to the work of the School, between 9.00 A.M. and 5.00 P.M. except for an hour lunch period, on every week day except Saturday. Saturday classes are held only between 9.00 A.M. and 1.00 P.M.

Five-year Curriculums

The School of Engineering offers five-year college curriculums in collaboration with co-operating firms, in the following branches of engineering, leading to the Bachelor of Science degree in

1. Civil Engineering
2. Mechanical Engineering
3. Electrical Engineering
4. Chemical Engineering
5. Industrial Engineering

The School of Business Administration offers five-year college curriculums in collaboration with co-operating firms in the following fields of business, leading to the degree of Bachelor of Science in Business Administration:

1. Accounting
2. Banking and Finance
3. Business Management

Descriptions of the curriculums and schedules showing the subjects of instruction included will be found on succeeding pages.

Tuition and Fees, Day Division Schools

The Tuition fee in each curriculum is one hundred and ninety dollars ($190) per year for all students on the co-operative plan.

Tuition and fees for all students are payable as indicated below:

For Freshmen

Division A

Date Due	*Tuition and Fees*
September 8, 1932	$120.00
January 9, 1933	95.00

Division B

December 29, 1932	$120.00
April 17, 1933	95.00

For Upper-Classmen

Division A

*September 12, 1932	$75.00
November 21, 1932	55.00
January 30, 1933	55.00
April 10, 1933	30.00

Division B

*October 17, 1932	$75.00
December 27, 1932	55.00
March 6, 1933	55.00
May 15, 1933	30.00

Division AA

*September 12, 1932	$90.00
November 21, 1932	65.00
January 30, 1933	65.00
April 10, 1933	45.00

Division BB

*October 17, 1932	$90.00
December 27, 1932	65.00
March 6, 1933	65.00
May 15, 1933	45.00

There will be a $2.00 deferred payment fee added to all bills which are not paid by the Saturday following the date on which payments fall due. When further extensions of time are given on payments which have been previously deferred, an additional $2.00 fee will be charged for each extension.

*Chemical Engineering Students pay their deposit of $10.00 additional.

Students who are registered for more school work than that prescribed in the catalogue for the year in which they are enrolled are charged two dollars ($2) an hour per semester. In computing additional hours, the catalogue schedules are used and both hours of exercises and hours of preparation are counted.

Failure to make the required payments on time, or to arrange for such payments, is considered sufficient cause to bar the student from classes or suspend him from engineering practice until the matter has been adjusted with the Bursar.

General Library, Laboratory and Materials Fee

All students are charged a general library, laboratory, and materials fee of ten dollars ($10) each year. This fee is payable at the time of registration.

Student Activities Fee

Each student in the Day Division is charged a student activities fee of fifteen dollars ($15). Freshmen pay $10 of this fee at the time of registration and $5 with the second payment on tuition. Upper classmen pay five dollars ($5) on this fee at the time of each of the first three payments on tuition. This fee supports in part certain student activities, and includes membership in the *Northeastern University Athletic Association*, subscription to *The Northeastern News*, the school paper, and subscription to the *Cauldron*, the school year book.

The services of a physician are also available to all students under this fee. Minor ailments are treated by the school health officers without additional charge. Should the student show signs of more serious illness, he is immediately advised to consult a specialist or return to his home, where he can get more adequate treatment.

Chemical Laboratory Deposit

All engineering students taking chemical laboratory work are required to make a deposit of ten dollars ($10) at the beginning of each year, from which deductions are made for breakage, rentals, and destruction of apparatus in the laboratory. Any unused portion of this deposit will be returned to the student at the end of the school year. In case the charge for such breakage, rentals or destruction of apparatus is more than ten dollars ($10), the student will be charged the additional amount.

Graduation Fee

A fee of ten dollars ($10) covering graduation is required by the University of all candidates for a degree. This fee must be paid at the beginning of the second semester of the student's senior year.

Payments

All payments should be made at the bursar's office.

Checks should be made payable to Northeastern University.

Refunds

The University assumes the obligation of carrying the student throughout the year. Instruction and accommodations are provided on a yearly basis; therefore no refunds are granted except in cases where students are compelled to withdraw on account of personal illness.

Books and Supplies

All supplies may be purchased from the University Book Store at a cost of thirty dollars ($30) to forty dollars ($40) per year. Supplies for the engineering freshman aggregate more because drawing instruments and supplies amounting to approximately twenty-five dollars ($25), which are for use throughout the entire curriculum of five years, must be purchased at the beginning of the freshman year.

**Tabular Summary*

of Approximate School Expenses for the Freshman Year

Items	*Low*	*Average*	*High*
Application Fee	$5	$5	$5
Tuition	190	190	190
General Library and Laboratory Fee	10	10	10
Student Activities Fee	15	15	15
Room Rent (30 weeks)	95	130	150
Board (30 weeks)	200	275	350
**Books and Supplies	25	35	45
Laundry (30 weeks)	25	35	40
Incidentals (30 weeks)	30	60	100
Total	$595	$755	$905

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*Compiled from expense returns made by the student body.

**Engineering Freshmen should add approximately $25 for the purchase of drawing instruments and equipment.

Students' Self-help

Students who find it necessary to accept part-time jobs, while attending school, may through the Director of Co-operative Work obtain spare-time work doing odd jobs.

No student is justified in assuming that the University will take care of his expenses or guarantee to supply him with work sufficient to meet all his needs.

A student should have on hand at the time of registration a reserve fund adequate to provide for immediate needs or unexpected contingencies. This should ordinarily amount to at least the first year's tuition plus the student activity and other fees, room rent and board for several weeks or a total of about $500.

Elective Subjects

Students electing courses not included in their curriculum will be required to take all examinations in such courses and to attain a passing grade in them before they will be eligible for a degree.

Status of Students

The ability of students to continue their courses is determined by means of class-room work and examinations, but regularity of attendance and faithfulness to daily duties are considered equally essential.

When a student elects a curriculum, he is required to complete all courses included therein in order to graduate. No subject is to be dropped, or omitted, without the consent of the Administrative Committee and the approval of the Dean.

Any student failing to make a satisfactory record, either in school or practical work, may be removed from his position in practical work, or from the School.

Advanced Standing

Students transferring from approved colleges will be admitted to advanced standing provided their record warrants. Whenever a student enters with advanced standing and later proves to have inadequate preparation in any of his pre-requisite subjects, the Faculty reserves the right to require the student to make up such deficiencies.

Applicants seeking advanced standing must arrange to have transcripts of their previous college records forwarded with their initial inquiry.

Examinations

Examinations covering the work of the term are usually held at the close of each term. Exceptions may be made in certain courses, where, in the opinion of the instructor, examinations are not necessary.

Condition examinations will be given in all subjects during the week of July 10, 1933 for Division A students, and the week of September 4, 1933 for Division B Students. Condition examinations are not given for courses in which no final examination was given.

Special examinations may be arranged for only by vote of the Administrative Committee and for all such examinations the University requires the payment of a special fee of five dollars ($5).

Probation

Students are placed on probation either by the Executive Committee or the Administrative Committee. Failure to show proper respect for constituted authority; infringement of the rules and regulations of the University; disregard of obligations to a co-operating firm, etc., constitute insubordination. All matters of insubordination are handled by the Executive Committee and the penalty for such may be probation or expulsion from the University.

Failure to meet the standards set by the Administrative Committee, unless the failure is supported by causes wholly beyond the student's control, will necessitate the Committee's placing the student on probation.

Removal from probation is in the hands of the Committee placing the student thereon.

Rules of Standing in Scholarship

A student's grade is officially recorded by letters, as follows:

A	superior attainment
B	above average attainment
C	average attainment
D	lowest passing grade
F	failure, removable by condition examination
FF	complete failure; course must be repeated
I	incomplete
L	used in all cases of the removal of a failure by condition examination or by attendance at summer school.

A mark of F in any subject entitles the student to make up the unsatisfactory work, or to take a condition examination.

A mark of FF denies the privilege of taking a condition examination, and the course must be repeated.

A mark of I is used for intermediate grades only and signifies that the course may not have progressed sufficiently far to give a grade or that the student has not had time to make up work lost through excusable enforced absence from class.

A mark of L is used to denote the removal of a failure by condition examination, or by summer term review work.

A student who does not remove a condition before that course is again scheduled, a year later, must repeat the course. A condition in more than one subject involves the loss of the privilege of being a candidate for graduation with the student's class, and may involve the loss of assignment to co-operative work.

The responsibility for the removal of a condition rests with the student, who is required to ascertain when and how the condition can be removed.

No student may qualify as a candidate for a degree in any given year unless clear in all the required subjects of the lower years of his chosen curriculum. He must also be in good standing in all courses for which he is enrolled.

Entrance requirements or preparatory subjects pursued in the University are considered as required school work.

Dean's List

A Dean's List is issued at the end of each five weeks and contains the names of upperclass students who have an honor grade average in all subjects during the preceding period. Freshmen who achieve high scholastic standing are included on a Freshman Honor List which is published also at five week intervals. No student under disciplinary restrictions is eligible for either of the honor lists.

Absences

No "cuts" are allowed. A careful record of each student's attendance upon class exercises is kept. Absence from regularly scheduled exercises in any subject will seriously affect the standing of the student. It may cause the removal of the subject or subjects from his schedule and the listing of these as conditioned subjects. In case he presents a reasonable excuse for the absence, however, he may be allowed to make up the time lost and be given credit for the work; but he must complete the work at such time and in such manner as his instructor in the course may designate.

Laboratory work can be made up only when it is possible to do so during hours of regularly scheduled instruction. Absences from exercises immediately preceding or following a recess are especially serious and entail severe penalties.

Attendance at all mass meetings of the student body is compulsory. Exceptions to this rule are made only when the student has received permission from the Director of Student Activities previous to the meeting from which he desires to be absent.

Report Cards

Reports are issued four times a year to upper classmen and six times a year to freshmen, one at the end of each five-week school period. In addition, a special report on the subjects pursued during the summer term will be issued immediately at its close. Questions relative to grades are to be discussed with the student's faculty adviser.

Students are constantly warned and advised to maintain a grade of work which is of acceptable quality. Parents and students are always welcomed by the Dean of Students, the Director of School Administration, and advisers for conference upon such matters. Special reports on a student's work will be sent to parents at the end of each five-week school period.

Parents or guardians will be notified in all cases when students are advised or required to withdraw from the School.

Conduct

It is assumed that students come to the University for a serious purpose, and that they will cheerfully conform to such regulations as may from time to time be made. In case of injury to any building, or to any of the furniture, apparatus, or other property of the School, the damage will be charged to the student or students known to be immediately concerned; but if the persons who caused the damage are unknown, the cost for repairs may be assessed equally upon all the students of the School.

Students are expected to observe the accepted rules of decorum, to obey the regulations of the School, and to pay due respect to its officers. Conduct inconsistent with the general good order of the School, or persistent neglect of work, if repeated after admonition, may be followed by dismissal, or, in case the offense be a less serious one the student may be placed upon probation. The student so placed upon probation may be dismissed if guilty of any further offense.

It is desired to administer the discipline of the School so as to maintain a high standard of integrity and a scrupulous regard for truth. The attempt of any student to present, as his own, any work which he has not performed, or to pass any examination by improper means, is regarded as a most serious offense, and renders the offender liable to immediate expulsion. The aiding and abetting of a student in any dishonesty is also held to be a grave breach of discipline.

Freshman Advisers

At the time of his matriculation each freshman is assigned to a personal adviser, a member of the faculty, who serves as an interested and friendly counselor during the perplexing period of transition from school to college. A personal record card is prepared for each student, containing certain pertinent data from his preparatory school record, the report of his physical examination at Northeastern, his scores on psychological tests, the results of placement examinations, and any special notes which may be of significance in advisory work. The aim of the freshman advisory system is primarily to assist students in making an effective start upon their programs and secondarily to acquire for the later use of guidance officers a fund of significant information relative to every freshman. Advisory work is under the direction of a Dean of Students, assisted by a full time clinical psychologist who handles the diagnosis and remedial treatment of problem cases.

Upperclass Advisers

The function of the adviser to upper classmen is somewhat different and tends more toward consultation and suggestion bearing on the student's plans and probable work after graduation.

Attention is not only given to the problems of the student in connection with his studies, but the service is extended to include advice upon any problem in which advice is needed and desired, the aim being to guide the student to the fullest possible personal development.

The school record of each student is carefully analyzed in the light of what could reasonably be expected of him, considering his previous school record, his score on the psychological test. and the other factors in his case. If he is not doing his best work, an investigation is made to determine and eliminate the causes. If he is doing as well as could be expected or better, he is encouraged to continue to do so. In other words, each student is held to the most effective work possible, through advice, encouragement, and assistance.

Students obviously not adapted to the type of work offered, will be definitely and frankly advised to change their goal and type of training. In some instances, this change will necessitate transfer to another institution.

Student Activities

A reasonable participation in social and athletic activities is encouraged by the Faculty, although a standard of scholarship which is incompatible with excessive devotion to such pursuits is required of all students. All general activities are open to all students in the Day Division of the University.

Northeastern University Athletic Association

The Athletic Association consists of all students in the Day Division.

At the head of the Association is the Faculty Committee on Student Activities, appointed by the Vice-President of the Day Division. This committee must approve all general policies in regard to athletics, in particular, schedules and absences from school due to athletics. The General Athletic Committee, consisting of the Graduate Manager of Athletics, the captains and managers of each recognized varsity team and of the coaches as ex-officio members, has charge of the administration of athletics.

Through the athletic association of the University interclass contests are arranged in basketball, baseball, football, track, tennis, and swimming. Intercollegiate games and meets are arranged with the leading colleges in the East.

Mass Meeting

Every Wednesday, from 12 to 1, mass meetings or class meetings are held. Attendance at these meetings is compulsory. The second and fourth mass meetings of each five-week period are, as a rule, devoted to a lecture by some prominent visitor. The first, third, and fifth meetings of each period are under the direction of the Department of Student Activities.

"The Northeastern News"

The students issue a weekly newspaper called *The Northeastern News*. Here the students have an opportunity to express their opinions on subjects relating to study, co-operative work, social events, or topics of the day. In addition, college news, editorials, and official announcements make this feature of activities very valuable. Positions on the editorial and business staffs of the paper are attained by competitive work.

The College Annual—"The Cauldron"

The college annual is a year book published by the senior classes of the Day Division. It is ready for distribution in the latter part of the second semester and contains the usual review of the year's work and activities, a complete history of all classes and organizations in the school, as well as a miscellany of snapshots and pictures.

The Handbook

Issued at the beginning of each year, the Handbook helps promote an early intimacy with the scope of college life. The book is of special interest to new men as it contains detailed information concerning all the organizations of the School. Schedules, a daily diary, songs, cheers, and important dates in the college calendar make the book also of great value to upper classmen.

Student Council

This is the student governing body and consists of members elected from each class, as well as four members elected at large. It acts as the supreme governing body. It has jurisdiction, under proper supervision of the Faculty, over all student matters, such as customs, privileges, and such other matters as can properly be decided upon by such a body.

The Senate and The Sigma Delta Epsilon

The Senate of Northeastern University is the honorary society of the School of Engineering. Sigma Delta Epsilon is the honorary society of the School of Business Administration. Election to them is not founded entirely upon scholarship. Before a man is privileged to wear the honorary society insignia he must display, in addition to scholarship, integrity of character, diligence in extra curricula activities, and faithful endeavor in the interests of his fellow students. Each society has a distinguished list of members consisting of the outstanding men in the Day Division.

The Inter-Fraternity Council

Elected representatives from each fraternity make up the Inter-Fraternity Council. This body has preliminary jurisdiction over laws governing the regulation of fraternities in the Day Division, and its rulings are subject to approval of the Faculty Committee on Student Activities.

Professional Societies

The students in the various Engineering curriculums are organized as a professional society for the closer association of the students of the School, and for the discussion and consideration of various problems and new knowledge, which would not ordinarily come into their regular courses. Meetings are held every week at which addresses are given by members of the society and by business men or engineers of prominence.

There are five sections of the student body in the School of Engineering: the Civil, Mechanical, Electrical, Chemical and Industrial Engineering Sections. These sections are affiliated either by individual membership or as a group with the Boston Society of Civil Engineers, the American Society of Mechanical Engineers, the American Institute of Electrical Engineers, the American Chemical Society, and the Society of Industrial Engineers, thereby procuring for the students that most valuable association with the successful practicing engineers of the community.

For the School of Business Administration, there has been chartered a branch of the American Management Association, operated by the students with the counsel of the Faculty Adviser. In addition, students in the several curriculums of the School of Business Administration have organized professional clubs for the purpose of promoting closer association of students interested in particular fields. These clubs provide an opportunity for the consideration and discussion of various problems of current importance which might not ordinarily be included in their technical courses. Among the most active of these clubs are the Banking Club, the Accounting Club, and the Economics Club. Meetings are held regularly at which men prominent in professional life are invited to speak.

The Musical Clubs

Men in the School with musical ability have ample opportunity to exercise their talents with the various musical clubs such as the orchestra, band, glee club, banjo club, etc. The various organizations are coached by competent directors and are governed by a student group comprising a Musical Clubs Council.

Musical Comedy

Each year an appropriate Musical Comedy is produced by the students at one of the local theatres, under the direction of competent dancing, musical, and dramatic coaches. This provides an opportunity for a large number of students to participate in the many phases of amateur dramatics. The Musical Comedy is one of the big events of the year.

High School Clubs

Alumni of various high schools have formed high school clubs in the University. These clubs offer an opportunity to new men to meet fellow alumni and become acquainted with the school life more quickly.

Public Speaking

Cash prizes of $50, $25, $10, and three prizes of $5 each are offered yearly by Arthur S. Johnson, of the Board of Trustees, for excellence in the presentation of original speeches before the School at a regular student mass meeting. All students are eligible to compete for these prizes. The regulations for the contests are published in *The Northeastern News* early in the year.

The Northeastern Student Union

The purpose of the Northeastern Student Union is to carry out the work of a Christian Association within the University. It endeavors to deepen the spiritual lives of Northeastern men through the building of Christian character, to create and promote a strong and effective Northeastern University spirit in and through a unified student body, to promote sociability within the School, and to emphasize certain ethical, social, civic, intellectual, economic, physical, vocational, and avocational values.

All students are encouraged to participate in the activities of the Union, no matter what their religious faith, as the work of the Union is entirely non-sectarian. No attempt is made in any way to influence one to participate in any activities which are contrary to the tenets of any particular religion. A good moral character is the only requirement for eligibility to membership. It is hoped as many students as can will participate in this ideal extra curricula work.

The Union conducts a weekly Chapel Service to which all Faculty members and students are invited. The service, which is non-sectarian and voluntary, is held on Thursday mornings from 8.40 to 8.55 o'clock. Many eminent preachers of Greater Boston are engaged to deliver brief addresses.

Northeastern University Alumni Association of the Day Division

The alumni of the Day Division of Northeastern University are organized "to promote the welfare of Northeastern University, the establishment of a mutually beneficial relationship between Northeastern University and its alumni, and the perpetuation of fellowship among members of the Alumni Association".

Various social events are held during the year and a reception to the graduating class is sponsored by the Association in connection with senior activities.

There are at present three regional alumni clubs located in New York City; New Haven, Connecticut; and Springfield, Massachusetts. These local clubs meet periodically in their respective centers to discuss matters pertaining to the University and its alumni.

The General Alumni Association is represented at the University by the Alumni Secretary who directs the Alumni Office. The University conducts an Alumni Placement Division in connection with the Department of Co-operative Work to assist graduates in obtaining suitable employment. This service is under the supervision of the Alumni Secterary.

Requirements for Graduation

The School confers the degree of Bachelor of Science in Business Administration:

To receive a degree the student must be enrolled in the School for at least one year, immediately preceding the date on which he expects to graduate. He must complete the prescribed studies of the five years. In addition, he must complete satisfactorily a schedule of co-operative work requirements under the supervision of the Faculty.

The degree conferred represents not only the formal completion of the subjects in the selected course of study, but also the attainment of a satisfactory standard of general efficiency. Any student who does not show in the senior year work of his curriculum that he has attained such a standard, may be required, before receiving the degree, to take such additional work as shall prove his ability.

Graduation with Honors

Honors are based upon excellence of scholarship maintained by students while in residence. Two honorary distinctions are conferred at graduation.

Those students who achieve distinctly superior attainment in all their academic work will be graduated *with honor.* The highest ranking man or men in this group may upon special vote of the faculty be graduated *with high honor.*

Students graduating with honor must have been in residence at least two years immediately preceding graduation.

Specific Educational Aims

The following aims constitute the educational policy of the School.

First: To offer that type of education for business which will enable students to select more advisedly the field of business best suited to their aptitudes.

Second: To build for breadth of perspective in preference to over-specialization with its narrowing effects; therefore, to eliminate haphazard selection of courses, through concentration upon balanced, carefully co-ordinated curriculums, and, thus, to provide an adequate background for specialization as need arises.

Third: In accordance with progressive tendencies in education for business, to provide a sound knowledge of fundamental business laws through systematic study of basic business methods and principles.

Fourth: To develop habits of accurate thinking that are essential to sound judgment because of their effectiveness as a method of approach to the executive's problems.

Fifth: To develop in all students those attitudes and ideals that are ethically sound and socially desirable.

Methods of Instruction

In order that these aims may be realized, the School makes use of the problem and the case methods of instruction in addition to the lecture and recitation system. Mere textbook reading is almost valueless; students tend to accept without question what the textbook presents. Instead, they should learn to analyze every proposition, to challenge unsupported assertions, to think independently, and to support their thinking with logic and facts.

Hence, concrete problems and cases which executives have faced in Accounting, Marketing, Organizing, and the like, constitute the bulk of class work. Students analyze problems, break them into their constituent parts, discover and list the factors for and against possible solutions, and work out a logical conclusion. In class they discuss their work with their instructors in the light of the latter's broader knowledge.

Such a method tends to develop an executive attitude. No lecture or mere reading of textbooks can do so. Students gain skill and facility in solving problems by actually solving many hundreds of them, thereby accumulating a ripe experience seldom open to the petty employee buried in routine and mechanical detail. What counts in business, as elsewhere, is not solely whether one possesses so much knowledge, but whether one can through his knowledge logically and effectively solve the problems he confronts, or even prevent problems from arising. Experience in solving typical problems provides a background for anticipating and forestalling similar ones as well as for solving others that may arise.

Organization of Curriculums

Basic Courses

ANALYSIS of the courses listed in the first two years will reveal those subjects which are deemed a fundamental approach to further specialization in the study of business. These courses are prescribed for all students.

Such a program is necessary because of six fundamental facts:

First, since all students expect to specialize sooner or later in a particular business field, those subjects offered in their first years of college must be of such nature as to equip each student with that groundwork upon which his field of specialization rests. The basic courses required in the first two years are designed to supply that essential equipment.

Second, colleges throughout the country recognize their freshman year as the critical period for students. A large number of young men who have formulated purposes may develop interest in a goal for which they are not preparing specifically or they may change their objective altogether and transfer to an institution which meets their new demands. This transfer should be effected with a minimum loss in time and in subject matter for credit in the college to which the student goes.

Third, educational statistics show that for one reason or another a large percentage of students withdraw after their first or second year, leaving college altogether. These men should receive the highest values possible for such a short period. Hence, broad and underlying principles of administration rather than technical processes should constitute their first two years' study.

Fourth, statistics indicate further that a large percentage of freshmen and sophomores who remain in colleges are groping their way uncertainly toward a career. Their highest welfare demands time and opportunity for exploration. Therefore, broad, constructive, vocationally directive courses should characterize their introduction to the study of business administration.

Fifth, while a fair number of sophomores in colleges and universities formulate career decisions before their junior year, numbers of these decisions undergo radical changes before or within the next year. The foundation must be sufficiently broad to allow for that shift in career with a minimum loss in time and value. Accordingly, a fundamental groundwork, basic to administration in the chief fields of business and industry, should result from their first two years in college.

Finally, accumulated statistics show conclusively that few eminent business men have remained throughout life in the field which marked the beginning of their career. For example, out of fifty of this country's most successful business men, thirty-nine are in fields far different from those in which they began. In other words, about four of every five or eighty of every hundred change their work from once to many times before gaining success. Therefore, a student's background should be broad and deep, enabling him to meet any unusual opportunity in any phase of business presenting itself to him.

Such a background the student finds in the prescribed work of the first two years preceding the period of specialization.

In the light of the foregoing facts, all students will receive a thorough grounding in underlying principles of business administration before final specialization in any of the divisions of business such as accounting, finance, cost accounting, auditing, office management, advertising, credits, sales management, personnel management, and so forth.

Program of Studies

Founded on the co-operative principle, the Day Schools of Northeastern University offer to students who have had a high school preparation or its equivalent, a sound training in the sciences fundamental to their profession and in the important applications of the principles of these sciences to the several branches of industry and commerce. Much stress is laid on the development of the ability to apply the acquired knowledge to new problems.

The program of studies differs from that of many schools, in that a student is not permitted a wide range of subjects from which to choose. It has been found that better results are obtained, in co-operative education, by prescribing the principal studies which the student is to pursue. But wherever, as in this case, there has been a deviation from common educational practice, it has been for the purpose of achieving more effectively the fundamental aim of Northeastern University; namely, to give young men a thorough training in both the theoretical and the applied principles upon which professional work is conducted. *The training is that of a university of high standards.*

General Statement

In the following pages will be found a detailed statement of the scope of the subjects offered in the various curriculums. The subjects are classified as far as possible, related studies being arranged in sequence. A complete table of the Subjects of Instruction will be found at the end of the catalog. Under each subject is given a list of the courses required as pre-requisite for that subject.

Students electing a subject must complete that subject in order to be considered as a candidate for a degree.

The courses included in the list which follows are subject to change at any time by action of the School Authorities.

In the tabular summaries of the programs of study each course is followed by two numbers: the first under the column marked "Cl" indicates the number of class hours of recitation, laboratory, drawing room, or field work per week; the second number under the column marked "Out" indicates the number of hours of outside preparation that have been assigned as the minimum weekly requirement for each course. The work is so planned that the student will be required to spend from forty-eight to fifty-two hours per school week in preparation and class work.

"Pre-requisite" indicates courses which must have been *passed* prior to the taking of the advanced courses.

"Preparation" indicates courses which the student must have taken prior to his registration in the advanced courses, unless stated exceptions are made, in which case both courses may be carried simultaneously.

The regular school year for Upper-classmen comprises two terms, each of twenty weeks — ten weeks of formal study and ten of Co-operative Work, divided into alternating periods of five weeks each. The first twenty-week term for each division is called the First Semester; the second twenty weeks, the Second Semester.

For Freshmen, the regular school year comprises two semesters of fifteen weeks each, with no alternating periods of Co-operative Work. Co-operative Work begins after the close of the Freshman year which constitutes a period of analysis directed toward proper placement of each student who completes his first year satisfactorily.

Curriculum I — Accounting

First Year

	FIRST SEMESTER	Hours per week			SECOND SEMESTER	Hours per week	
		Cl	Out			Cl	Out
E 1-2	English Composition	3	5	E 1-2	English Composition	3	5
Ec 1	Intro. to Economics	3	5	Ec 2	Econ. Hist. of U. S.	3	5
U 21-22	Law of Contracts	3	5	U 21-22	Law of Contracts	3	5
AC 1-2	Elementary Acctg.	4	6	AC 1-2	Elementary Acctg.	4	6
BU 1-2	Organ. & Admin.	3	5	BU 1-2	Organ. & Admin.	3	5
U 3	Hygiene	2	2	U 1-2	Physical Training	2	0
U 1-2	Physical Training	2	0				
		20	28			18	26

Second Year

M 21-22	Mathematics	3	3	M 21-22	Mathematics	3	3
E 3-4	Literature	3	5	E 3-4	Literature	3	5
Ec 3-4	Economic Principles	3	5	Ec 3-4	Economic Principles	3	5
FI 1	Commercial Banking	3	5	BU 4	Marketing Principles	3	5
FI 3-4	Business Finance	3	5	FI 3-4	Business Finance	3	5
AC 3-4	Advanced Acctg.	4	6	AC 3-4	Advanced Acctg.	4	6
		19	29			19	29

Third Year

S 1-2	Psychology	3	5	S 1-2	Psychology	3	5
E 5-6	Effective Speaking	2	3	E 5-6	Effective Speaking	2	3
Ec 5-6	Applied Economics	3	5	Ec 5-6	Applied Economics	3	5
BU 5-6	Industrial Mgt.	3	5	BU 5-6	Industrial Mgt.	3	5
FI 5-6	Corporation Finance	3	5	FI 5-6	Corporation Finance	3	5
AC 5	Accounting Problems	4	6	AC 6	Accounting Problems	4	6
		18	29			18	29

Fourth Year

FI 17-18	Insurance	3	5	FI 17-18	Insurance	3	5
U 23-24	Business Conference	2	3	U 23-24	Business Conference	2	3
Ec 9-10	Elementary Statistics	3	5	Ec 9-10	Elementary Statistics	3	5
Ec 7-8	Business Economics	3	5	Ec 7-8	Business Economics	3	5
FI 9	Problems in Banking	3	5	FI 10	Credit Investigations	3	5
AC 7	Cost Acctg. Practice	3	5	AC 8	Auditing	3	5
		17	28			17	28

Fifth Year

S 3-4	Sociology	3	5	S 3-4	Sociology	3	5
U 25	Business Conference	2	3	E 8	Bus. Correspondence	2	3
Ec 11	Advanced Statistics	3	5	U 10	Business Law	3	5
AC 9	Income Tax	3	5	AC 10	Budgetary Control	3	5
AC 11	Fiduciary Relations	3	5	AC 12	Accounting Systems	3	5
AC 13-14	C. P. A. Problems	4	6	AC 13-14	C. P. A. Problems	4	6
		18	29			18	29

Department of Accounting

Professor Robert Bruce, *Chairman*

With the growing complexity of the financial structure and the broadening of the field of operations of the business unit accounting is becoming increasingly important in the organization and operation of a successful business enterprise. There is an increasing demand for well-trained men, both in the fields of commercial and industrial accounting and in the profession of public accounting.

This curriculum, while primarily designed for students who desire to become accountants, during the first two years presents the subject of accounting as a tool to be used in the administration of business. The needs of the management of business are the essential consideration. From the point of view of everyday use and necessity no business tool surpasses the importance of effective accounting records. It is equally important to the accountant and the business manager that accounting be considered only as an instrumentality functioning with other factors in the business organization to bring about successful operation. For the purpose of emphasizing this viewpoint the background of business organization is stressed to the utmost.

The whole field of accounting is intricately linked with commerce and industry; constructive accounting has to consider the peculiar demands of various concerns; interpretation of accounts depends, not alone upon accounting principles but upon the principles of economics, administration and business law. The consulting accountant must be able to grasp the entire administrative, financial and operating policies of a concern about whose particular business he may have known nothing.

Accountancy demands all those powers commonly required in successful executives: initiative, power of analysis, resourcefulness, and sound judgment. This curriculum aims to develop such qualities in students, thus preparing them for the work of cost accountant, auditor, controller, treasurer, public accountant.

After two years of groundwork in fundamentals of business and accounting, advanced work is presented in the form of specific problems dealing with organizing, financing and properly controlling commercial and industrial enterprises; income tax principles and procedure, the organization and operation of budgetary control, the principles and methods of audits and the analysis and solution of C. P. A. problems.

The curriculum adequately prepares students for the Massachusetts C. P. A. examinations or for the examinations established by the American Institute of Accountants in other states.

AC 1-2 Elementary Accounting

Curriculums: All
First year, both semesters *Four hours per week*

This course presents the fundamental principles of accounting theory and practice in a manner designed to meet the needs of students who intend to specialize in accounting as well as those who require a knowledge of accounting as a preparation for the study of banking and finance, production management, and marketing. Beginning with a consideration of the need for and the purpose served by accounting, a study of the balance sheet and operating statement is presented so that the ultimate goal and purpose of accounting is understood before the mechanical methods of recording business transactions are presented. The course then takes up specific balance sheet accounts; the law of debit and credit; the theory of nominal accounts; construction and interpretation of accounts; the recording process; the trial balance; construction of financial statements; business vouchers and forms; the need for adjustments at the end of the period; depreciation; deferred and accrued items; closing the books; special forms of books of original entry; the operation of petty cash systems.

Professor D'Alessandro.

AC 3-4 Advanced Accounting

Curriculums: All *Pre-requisite: AC 1-2*
Second year, both semesters *Four hours per week*

A continuation of the study of accounting principles and practice introducing the accounting aspects peculiar to the partnership and corporate forms of organization. Specific matters include: Departmental accounts, control accounts, distinctive partnership accounts, proprietorship in the corporation, accounts peculiar to the corporation, records required by the corporation, the voucher system, distinctive manufacturing accounts.

Professors Bruce and D'Alessandro.

AC 5 Accounting Problems

Curriculums: All *Pre-requisite: AC 3-4*
Third year, first semester *Four hours per week*

The purpose of this course is to train students in the application of accounting principles to specific problems.

The class discussions and assigned problems cover cases in the determination of profits, the formation and dissolution of partnership organizations, corporations and trusts, installment sales, agencies and branches.

Professor Bruce.

AC 6 Accounting Problems

Curriculum: I *Pre-requisite: AC 3-4*
Third year, second semester *Four hours per week*

The aim of this course is to develop the broad viewpoint, analytical power and constructive ability necessary properly to apply a knowledge of accounting principles to specific problems in single and double entry systems, profits, statements at the end of the accounting period, partnerships, corporations, factory control, installment sales, agencies and branches, consignments, venturi accounts, correction of statements and books, dissolution and liquidation of partnership, changing from partnership to corporate organization, funds provided and applied, variations in net profit, inventories, notes and acceptances.

Professor D'ALESSANDRO.

AC 7-8 Cost Accounting Practice

Curriculum: I *Pre-requisite: BU 5-6, AC 3-4*
Fourth year, both semesters *Three hours per week*

This course is designed to acquaint the student with the method and technique of determining costs and to provide training in the analysis of various types of cost problems. Problems will deal with the collection and distribution of production and service department costs, process cost accounting, specific order costs, estimated costs, establishment and use of standard costs, reconciliation of actual costs with predetermined costs.

Professor D'ALESSANDRO.

AC 9 Income Tax

Curriculums: I, II *Pre-requisite: AC 3-4*
Fifth year, first semester *Three hours per week*

In this course the fundamental principles of the application of Federal and State income taxation are presented by the problem method whereby the principles are applied to a stated set of facts. The case problems will include: Methods of accounting for income, sales and exchanges, installment sales, dividends, compensation for services, tax-free unions, depreciation and obsolescence depletion, bad debts, contributions, withholding and information at the source.

Professor BRUCE.

AC 10 Budgetary Control

Curriculums: I, II, III-2 *Pre-requisite: AC 3-4*
Fifth year, second semester *Three hours per week*

Meaning of and need for budgetary control, preliminary steps in the installation of the budget, departmental operating budgets, plant and equipment budget, the estimated operating statement and balance sheet, administrative reports, budgetary control for non-commercial organizations.

Professor **Bruce.**

AC 11 Fiduciary Relationships

Curriculums: I, II — *Pre-requisite: AC 3-4*
Fifth year, first semester — *Three hours per week*

Receivership for insolvent concerns, insolvency and bankruptcy, voluntary assignment, receiver's statements and reports, wills, duties of executor or administrator, accounting for assets, liabilities, losses and gains, general and specific legacies, residuary legacies, reports and statements to the probate court, testamentary trusts, principle and income, accruals, classification as to corpus and income, superiority of the corporate fiduciary, fiduciary operations of the trust department.

Professor **Montgomery.**

AC 12 Accounting Systems

Curriculum: I — *Pre-requisite: AC 5-6*
Fifth year, second semester — *Three hours per week*

This course provides for a presentation of the application of fundamental accounting principles to representative types of business. Problems will cover accounting for department stores, cotton mills, commercial banks, building and loan associations, credit unions, land development companies, gas companies, municipalities, commission merchants.

Professor **D'Alessandro.**

AC 13-14 C. P. A. Problems

Curriculum: I — *Preparation: AC 5-6*
Pre-requisite: AC 3-4
Fifth year, both semesters — *Four hours per week*

The purpose of this course is to provide for the application of the knowledge of accounting principles and practice gained in the preceding courses to the analysis and solution of complex problems involving a recognition of the economic, legal and social aspects of various forms of business organization. The course content consists of problems given in C. P. A. examinations dealing with fixed assets, appraisals, depletion, intangible fixed assets, temporary and permanent investments, funds and related reserves, consolidations, mergers and holding companies, foreign exchange, life and fire insurance.

Professor **Bruce.**

AC 14 Auditing

Curriculum: I — *Pre-requisite: AC 5-6*
Fifth year, second semester — *Three hours per week*

This course contemplates the application of accounting knowledge to the analysis and interpretation of accounting records. Specific cases are used for outlining the mode of procedure best adapted to the intelligent examination of accounting records and the compilation of reports on which the management can base plans for future operations. Balance sheet audits, detailed audits and special investigations for credit and other purposes receive due attention. The preparation and proper preservation of working papers is an essential feature of the course. Stress is laid on the matter of report writing and the compilation of statements and schedules that will be intelligible to the business man who is not an accountant.

Professor Bruce.

Curriculum II — Banking and Finance

First Year

	FIRST SEMESTER	Hours per week			SECOND SEMESTER	Hours per week	
		Cl	Out			Cl	Out
E 1-2	English Composition	3	5	E 1-2	English Composition	3	5
Ec 1	Intro. to Economics.	3	5	Ec 2	Econ. Hist. of U.S.	3	5
U 21-22	Law of Contracts	3	5	U 21-22	Law of Contracts	3	5
AC 1-2	Elementary Acctg	4	6	AC 1-2	Elementary Acctg	4	6
BU 1-2	Organ. & Admin.	3	5	BU 1-2	Organ. & Admin.	3	5
U 3	Hygiene	2	2	U 1-2	Physical Training	2	0
U 1-2	Physical Training	2	0				
		20	28			18	26

Second Year

M 21-22	Mathematics	3	3	M 21-22	Mathematics	3	3
E 3-4	Literature	3	5	E 3-4	Literature	3	5
Ec 3-4	Economic Principles.	3	5	Ec 3-4	Economic Principles.	3	5
FI 1	Commercial Banking	3	5	BU 4	Marketing Principles	3	5
FI 3-4	Business Finance	3	5	FI 3-4	Business Finance	3	5
AC 3-4	Advanced Acctg	4	6	AC 3-4	Advanced Acctg	4	6
		19	29			19	29

Third Year

S 1-2	Psychology	3	5	S 1-2	Psychology	3	5
E 5-6	Effective Speaking	2	3	E 5-6	Effective Speaking	2	3
Ec 5-6	Applied Economics	3	5	Ec 5-6	Applied Economics	3	5
BU 5-6	Industrial Mgt	3	5	BU 5-6	Industrial Mgt	3	5
FI 5-6	Corporation Finance.	3	5	FI 5-6	Corporation Finance	3	5
AC 5	Accounting Problems	4	6	FI 8	Bank Organization	3	5
		18	29			17	28

Fourth Year

FI 17-18	Insurance	3	5	FI 17-18	Insurance	3	5
U 23-24	Business Conference	2	3	U 23-24	Business Conference	2	3
Ec 9-10	Elementary Statistics	3	5	Ec 9-10	Elementary Statistics	3	5
Ec 7-8	Business Economics	3	5	Ec 7-8	Business Economics	3	5
FI 9	Bank Management	3	5	FI 10	Credit Investigations	3	5
FI 11	Public Utility Finance	3	5	FI 12	Problems in Finance.	3	5
		17	28			17	28

Fifth Year

S 3-4	Sociology	3	5	S 3-4	Sociology	3	5
U 25	Business Conference	2	3	E 8	Bus. Correspondence	2	3
Ec 11	Advanced Statistics	3	5	U 10	Business Law	3	5
AC 9	Income Tax	3	5	AC 10	Budgetary Control	3	5
AC 11	Fiduciary Relations	3	5	FI 14	Investment Analysis.	3	5
FI 13	Investments	3	5	FI 16	Internat'l Banking	3	5
		17	28			17	28

Department of Banking and Finance

Professor ARTHUR B. MONTGOMERY, *Chairman*

The science of banking and finance has been developing in recent years until it has become so complex that special study must be given it by those intending to make it their life work. Moreover, during the last few decades, the extension of the use of the corporate form of business organization together with the increase in the capital requirements of those corporations has resulted in an increased demand for capital from the public. The public has been able to meet this demand because of the remarkable increase in our national wealth and what is perhaps of greater significance its wide distribution among our population. This increase in the number of potential investors has served to stimulate the study of banking and finance, for an increasing number of people trained as specialists in this field are being needed to direct and assist both investors and borrowers in the intelligent use of wealth.

The Banking and Finance curriculum has been designed to meet this demand. It especially meets the needs of those students who intend to seek employment in savings banks, cooperative banks, commercial banks, trust companies, investment banking houses, brokerage houses, financing companies, credit organizations, bond houses, and the financial departments of commercial and industrial companies.

In the professional courses of this curriculum the theory of money, banking, and credit is given due emphasis but in addition the "how" and the "why" of banking practice are emphasized with detailed study of the problems peculiar to each field of banking. In the finance courses the small as well as the large business is studied and the special problems of railroads and utility companies as well as those of industrial organizations receive attention.

Not only is the theory of banking and finance explained thoroughly but also, since the study of theory alone often leaves students with incorrect and unpractical interpretations, the faculty insist upon the application of theory to actual business cases. Care also has been taken to assure students a thorough training in the fundamentals of accounting and business management for an appreciation of the principles of these two fields is absolutely necessary to the student of banking and finance.

FI 1 Commercial Banking

Curriculums: All
Second year, first semester *Three hours per week*

It is the purpose of this course to bring to the student's attention the relation of a business man to his bank. The course will endeavor to show what the business man may expect and what the bank may reasonably ask of the business man. After a brief study of the type of banks with which the business man comes in contact the right and duties of the business man as a depositor and as a creditor are discussed. A study is made of the work of the departments in a bank such as receiving and paying tellers, collection, trust and credit departments.

Professor WINSLOW PORTER.

FI 2 Credits and Collections

Curriculum: III-1 *Preparation: AC 3-4*
Fourth year, second semester *Three hours per week*

The credit department organization and operation in both retail and wholesale businesses are considered. Special points studied include method of handling accounts, statement analysis, collection correspondence, procedure in bankruptcy, etc.

Professor MONTGOMERY.

FI 3-4 Business Finance

Curriculums: All *Preparation: AC 1-2*
Second year, both semesters *Three hours per week*

The two chief purposes of this course are first to cover the fundamental principles of finance and then to apply them to definite problems that confront the management of proprietorships, partnerships and small corporations. Such topics are described as capital structure, stocks, bonds, promotion of new companies, raising long and short term funds, and the treatment of surplus. Special types of organizations such as joint stock, trust, and holding companies are studied and the laws of partnership and corporations are reviewed. Special attention is paid to the raising and treatment of working capital.

Professor MONTGOMERY.

FI 5-6 Corporation Finance

Curriculums: I, II *Pre-requisite: FI 3-4*
Third year, both semesters *Three hours per week*

In this course the principles of finance which have been studied in the preceding course and there applied to small organizations are applied to the medium-sized and large corporation. An exhaustive study is made of all the classes of stocks and bonds, of the problems of promotion and expansion, the selling of new securities, intercorporate relations, liquidations and reorganizations.

Professor Montgomery.

FI 8 Bank Organization

Curriculum: II	*Preparation: AC 3-4*
Third year, second semester	*Three hours per week*

This course deals with the organization and administration of the departments of commercial banks. A study is made of banking practices pertaining to internal operation, and interbank relations. The functions, rights, and liabilities of the bank, its officers, and employees, are examined in detail.

Professor Winslow Porter.

FI 9 Bank Management

Curriculums: I, II	*Preparation: Ec 3-4*
Fourth year, first semester	*Three hours per week*

This course consists of lectures and discussions of problems concerning questions of bank policy. The viewpoint will be that of the bank executive. Loan and investment policies will be considered in detail. Methods for increasing the bank's efficiency, volume of business, and profits, will be given attention.

Professor Winslow Porter.

FI 10 Credit Investigations

Curriculums: I, II	*Preparation: FI 5-6*
	Pre-requisite: AC 3-4
Fourth year, second semester	*Three hours per week*

In this some of the topics considered are the bases of credit, sources of information, credit agencies, bank credit, credit ratios, interpretation of balance sheets and profits and loss statements, credit analysis, and credit reports.

Professor Montgomery.

FI 11 Public Utility Finance

Curriculum: II	*Preparation: FI 5-6*
Fourth year, first semester	*Three hours per week*

The special problems of financing public utilities are the basis of this course. The legal status of utilities and regulations imposed upon them by state and federal governments must be studied if students are to understand the financial problems.

Special attention is given to cost of service, price of service, taxation, valuation, capital and capitalization, rate of return, revenue, and ownership.

Professor Montgomery.

FI 12 Problems in Finance

Curriculum: II *Preparation: FI 5-6*
Fourth year, second semester *Three hours per week*

This course is intended to train the student to apply to actual business problems the principles of finance taught in the second and third year courses. Problem cases are presented and the students required to solve them. A large number of the cases are actual problems which have confronted managers and are not purely theoretical problems.

Professor Montgomery.

FI 13 Investments

Curriculum: II *Pre-requisite: FI 3-4*
Fifth year, first semester *Three hours per week*

The first part of the course consists of a review of the principles of investments, a study of investment policies and the mechanics and mathematics of investments. The second part is devoted to a practical study of the various investment fields such as industrials, rails, banks, real estate, government, and foreign investments.

Professor Montgomery.

FI 14 Investment Analysis

Curriculum: II *Preparation: FI 13*
Fifth year, second semester *Three hours per week*

In this course the principles studied in the Investments are put to the acid test by means of analyzing actual securities and attempting to determine worth. Offerings in the different fields are analyzed and comparisons made between securities of companies in the same industry.

Professor Montgomery.

FI 16 International Banking

Curriculum: II *Pre-requisite: FI 8*
Preparation: FI 9
Fifth year, second semester *Three hours per week*

The material covered in this course consists of a study of foreign monetary systems, banking systems, money markets, principles of foreign exchange, international credits and loans, abnormal exchange, silver exchange, foreign branch banking.

Professor Winslow Porter.

FI 17-18 Insurance

Curriculums: All
Fourth year, both semesters *Three hours per week*

This course deals with the more important types of insurance that are of interest to the business man. Life, fire and casualty insurance will receive considerable attention. Marine and other forms will be covered with slight attention to detail. The purpose is to give to students a general knowledge of the principles and forms of insurance that may be of value in their business or personal affairs.

Professor Winslow Porter.

Curriculum III — Business Management

1. Marketing

First Year

	FIRST SEMESTER	Hours per week			SECOND SEMESTER	Hours per week	
		Cl	Out			Cl	Out
E 1-2	English Composition	3	5	E 1-2	English Composition.	3	5
Ec 1	Intro. to Economics	3	5	Ec 2	Econ. Hist. of U. S.	3	5
U 21-22	Law of Contracts	3	5	U 21-22	Law of Contracts	3	5
AC 1-2	Elementary Acctg.	4	6	AC 1-2	Elementary Acctg.	4	6
BU 1-2	Organ. & Admin.	3	5	BU 1-2	Organ. & Admin.	3	5
U 3	Hygiene	2	2	U 1-2	Physical Training	2	0
U 1-2	Physical Training	2	0				
		20	28			18	26

Second Year

M 21-22	Mathematics	3	3	M 21-22	Mathematics	3	3
E 3-4	Literature	3	5	E 3-4	Literature	3	5
Ec 3-4	Economic Principles	3	5	Ec 3-4	Economic Principles	3	5
FI 1	Commercial Banking	3	5	BU 4	Marketing Principles	3	5
FI 3-4	Business Finance	3	5	FI 3-4	Business Finance	3	5
AC 3-4	Advanced Acctg.	4	6	AC 3-4	Advanced Acctg.	4	6
		19	29			19	29

Third Year

S 1-2	Psychology	3	5	S 1-2	Psychology	3	5
E 5-6	Effective Speaking	2	3	E 5-6	Effective Speaking	2	3
Ec 5-6	Applied Economics	3	5	Ec 5-6	Applied Economics	3	5
BU 7-8	Marketing Problems	3	5	BU 7-8	Marketing Problems	3	5
AC 5	Accounting Problems	4	6	BU 12	Prin. of Sales Mgt.	3	5
BU 14-15	Advertising	3	5	BU 14-15	Advertising	3	5
		18	29			17	28

Fourth Year

FI 17-18	Insurance	3	5	FI 17-18	Insurance	3	5
U 23-24	Business Conference	2	3	U 23-24	Business Conference	2	3
Ec 9-10	Elementary Statistics	3	5	Ec 9-10	Elementary Statistics	3	5
Ec 7-8	Business Economics	3	5	Ec 7-8	Business Economics	3	5
BU 17-18	Prob. in Sales Mgt.	3	5	BU 17-18	Prob. in Sales Mgt.	3	5
BU 21	Advertising	3	5	FI 2	Credits & Collections	3	5
		17	28			17	28

Fifth Year

S 3-4	Sociology	3	5	S 3-4	Sociology	3	5
U 25	Business Conference	2	3	E 8	Bus. Correspondence	2	3
Ec. 11	Advanced Statistics	3	5	U 10	Business Law	3	5
BU 27-28	Retail Store Mgt.	3	5	BU 27-28	Retail Store Mgt.	3	5
BU 23-24	Business Policy	3	5	BU 23-24	Business Policy	3	5
BU 31	Sales Campaigns	3	5	BU 32	Foreign Trade	3	5
		17	28			17	28

Curriculum III — Business Management
2. Production

First Year

FIRST SEMESTER		Hours per week Cl	Hours per week Out	SECOND SEMESTER		Hours per week Cl	Hours per week Out
E 1-2	English Composition	3	5	E 1-2	English Composition	3	5
Ec 1	Intro. to Economics	3	5	Ec 2	Econ. Hist. of U. S.	3	5
U 21-22	Law of Contracts	3	5	U 21-22	Law of Contracts	3	5
Ac 1-2	Elementary Acctg.	4	6	AC 1-2	Elementary Acctg.	4	6
BU 1-2	Organ. & Admin.	3	5	BU 1-2	Organ. & Admin.	3	5
U 3	Hygiene	2	2	U 1-2	Physical Training	2	0
U 1-2	Physical Training	2	0				
		20	28			18	26

Second Year

FIRST SEMESTER		Cl	Out	SECOND SEMESTER		Cl	Out
M 21-22	Mathematics	3	3	M 21-22	Mathematics	3	3
E 3-4	Literature	3	5	E 3-4	Literature	3	5
Ec 3-4	Economic Principles.	3	5	Ec 3-4	Economic Principles	3	5
FI 1	Commerical Banking	3	5	BU 4	Marketing Principles	3	5
FI 3-4	Business Finance	3	5	FI 3-4	Business Finance	3	5
AC 3-4	Advanced Acctg.	4	6	AC 3-4	Advanced Acctg.	4	6
		19	29			19	29

* *Third Year*

FIRST SEMESTER		Cl	Out	SECOND SEMESTER		Cl	Out
S 1-2	Psychology	3	5	S 1-2	Psychology	3	5
E 5-6	Effective Speaking	2	3	E 5-6	Effective Speaking	2	3
Ec 5-6	Applied Economics	3	5	Ec 5-6	Applied Economics	3	5
BU 5-6	Industrial Mgt.	3	5	BU 5-6	Industrial Mgt.	3	5
IN 5	Transportation	3	5	IN 6	Traffic Management.	3	5
AC 5	Accounting Problems	4	6	IN 4	Power Problems	3	5
		18	29			17	28

* *Fourth Year*

FIRST SEMESTER		Cl	Out	SECOND SEMESTER		Cl	Out
FI 17-18	Insurance	3	5	FI 17-18	Insurance	3	5
U 23-24	Business Conference	2	3	U 23-24	Business Conference	2	3
Ec 9-10	Elementary Statistics	3	5	Ec. 9-10	Elementary Statistics	3	5
Ec 7-8	Business Economics	3	5	Ec 7-8	Business Economics	3	5
BU 33-34	Problems in Ind.Mgt.	3	5	BU 33-34	Problems in Ind. Mgt.	3	5
BU 19	Pur. & Warehousing.	3	5	BU 20	Wage Systems	3	5
		17	28			17	28

* *Fifth Year*

FIRST SEMESTER		Cl	Out	SECOND SEMESTER		Cl	Out
S 3-4	Sociology	3	5	S 3-4	Sociology	3	5
U 25	Business Conference	2	3	E 8	Bus. Correspondence	2	3
Ec 11	Advanced Statistics	3	5	U 10	Business Law	3	5
BU 23-24	Business Policy	3	5	BU 23-24	Business Policy	3	5
IN 7	Industrial Relations	3	5	AC 10	Budgetary Control	3	5
BU 29-30	Manufacturing	3	5	BU 29-30	Manufacturing	3	5
		17	28			17	28

* Not offered in 1932–1933.

Department of Business Management

Professor Julian E. Jackson, *Chairman*

As modern business grows larger and more complex, it becomes increasingly necessary that students preparing themselves for executive positions have a sound understanding of the fundamental principles of business management. It is aimed to provide through this department a broad training for the profession of business management comparable to that given engineers and lawyers. It is fully recognized that the problems in one concern are never exactly the same as in another even within the same industry. However, regardless of whether a business is large or small, industrial or commercial, there are certain elements which are essential to its successful operation. Chief among these is a proper application of the basic principles of organization and management.

In these courses endeavor is made so to present these principles and their application that the student can readily grasp their significance and understand how intelligently to apply them under the varying conditions found in business. This foundation having been laid, further development of the student's understanding of the fields of production and distribution is undertaken. The basic elements of industrial management and of marketing are considered essential to the preparation of all students in the department. In the latter years, an opportunity is provided to concentrate in one or the other of these fields.

If the selection is made to specialize in the study of distribution courses are provided to discuss and illustrate all phases of sales activities in both the domestic and foreign markets including the study not only of the functions, channels, and outlets for goods, but also the creation of demand through merchandising and advertising.

Students electing to specialize in the field of production, will have the opportunity of getting a complete acquaintance with the principles and practices of industrial operations both large and small. Manufacturing methods, materials control, power problems, personnel relations, purchasing and warehousing are all given careful attention as elements of modern scientific management.

It is the aim throughout to make the courses of practical value by continual attention to the application to actual business situations of the principles laid down. Toward this end much of the work is conducted by means of "case studies" drawn from typical business concerns in various fields.

Organization and Administration BU 1-2

Curriculums: All
First year, both semesters *Three hours per week*

Intended to give the first-year students a broad, general understanding of the various aspects of business activity, and to lay the foundation for the more specialized courses which are to follow, this course is aimed to co-ordinate the principles of economics with their application to business practices. Detailed consideration is given to the leading forms of enterprise such as the individual proprietorship, partnership and corporation. These forms are analyzed in relation to their structure, formation, location, delegation of authority, distribution of risks and profits, and legal requirements of the government.

In the second semester principles of operation are studied in connection with production, marketing and financing, Such topics are considered as promotion capitalization, planning and forecasting, manufacturing, credits and collections, banking and insurance, selling and advertising, labor control and executive technique.

Professor JACKSON, Mr. TATTON.

BU 4 Marketing Principles

Curriculums: All
Second year, second semester *Three hours per week*

This is an introductory course designed to acquaint the student with the principles underlying the distribution of merchandise. Textbook assignments introduce a knowledge of the basic structure of markets, the main functions of marketing such as assembling, grading, transporting, storing, financing and selling of goods, and the general classification of goods into major types for sales purposes. Consideration is given also to the activities of the several types of middlemen, as channels of distribution, the work of the commodity exchanges and co-operative associations and the trend toward simplification and standardization. Supplementary lectures discuss in detail methods used in marketing several specific commodities.

Professor JACKSON.

BU 5-6 Industrial Management

Curriculums: I, II, III-2
Third year, both semesters *Three hours per week*

This is a basic course aimed to teach the fundamental principles underlying the production of manufactured goods. A textbook is used to present a complete industrial analysis, analyzing the product to be made, the plant requirements, including plant location, layout, types and construction of buildings, light, heat, ventilation and power, the equipment needed, and the labor, supervision, and management required. Some consideration is given to cost finding and to the distribution of overhead expense.

Each department of a modern industrial concern is considered, emphasis being placed on the organization and management problems confronted and how they may be handled, with the intention that the student may become familiar with the activities and general working of each department and the relationship which the departments hold to one another and to the business as a whole.

Mr. Knowles

BU 7-8 Marketing Problems

Curriculum: III-1 *Pre-requisite: BU 4*
Third year, both semesters *Three hours per week*

Using actual case material, this course analyzes and suggests solutions to a wide variety of selling problems in typical industries and trades. It is aimed throughout, to develop the analytical powers of the students so that they may decide a problem from the viewpoint of a sales executive.

The relations of the manufacturer to the wholesaler, the wholesaler to the retailer, and the retailer to the consumer are given extended consideration. Methods of marketing consumer goods, consumers' buying habits and motives, types, methods and costs of retail and wholesale distribution are studied in connection with specific illustrative cases, as well as methods of selling industrial goods, and the development of brands, trademarks, and advertising policies.

Professor Jackson.

BU 12 Principles of Sales Management

Curriculum: III-1 *Preparation: BU 4*
Third year, second semester *Three hours per week*

This course treats of the methods employed by manufacturers and wholesalers in distributing goods. It considers the work of the sales manager, the building of a sales organization, selection, training and paying salesmen, arranging territories, selling quotas, meeting competition, co-ordinating sales with production plans, and the utilization and treatment of retail dealers. A textbook is used, supplemented by lectures by the instructor. The course is planned to lay the groundwork for the consideration of specific problems of sales management in a later course.

Professor Jackson.

BU 14-15 Principles of Advertising

Curriculum: III-1
Third year, both semesters *Three hours per week*

The purpose of this course is to acquaint the student with all the fundamental principles and facts which the advertising man of today must know. The economic background of the subject and its development is presented together with such problems as human instincts, buying habits, argumentative and suggestive appeals, color, headlines, layout, illustrations and trademarks. Advertising costs and the relative effectiveness of newspapers, magazines, car cards, billboards, and direct mail also form a part of the work of the year.

Mr. Tatton.

BU 17-18 Problems in Sales Management

Curriculum: III-1 *Pre-requisite: BU 12*
Fourth year, both semesters *Three hours per week*

Consideration and discussion of actual problems in sales management is the basis of this course.

Specific cases are analyzed in connection with the building and organization of a sales force, sales research and planning, policies in connection with guarantees, service, brands, and containers, distribution through chain stores, selling methods, deliveries, credits, and the financing of sales operations. The problem material is supplemented with lectures illustrating the sales methods of a number of successful merchandising concerns.

Professor Jackson.

BU 19 Purchasing and Warehousing

Curriculum: III-2
Fourth year, first semester *Three hours per week*

This course considers from the viewpoint of the executive the modern developments in scientific purchasing and storing of materials. Consideration is given to the economic, legal, psychological and financial aspects of purchasing, the adoption of standards and specifications, the organization, methods and procedure of the purchasing department, the rise of materials' budgets and inventory control. Such specific topics as the following are discussed in connection with storeskeeping: Arranging and equipping the storesroom, stowing materials, the mechanism of materials control, operating the store's record, classification and symbolization of materials, requisition and delivery to the production department.

Professor Ingalls.

BU 20 Wage Systems

Curriculum: III-2 *Preparation: Ec 5-6*
Fourth year, second semester *Three hours per week*

The purpose of this course is to give the student an understanding of the various methods of payment for labor that prevail in modern industry. The advantages and disadvantages of each method with its resulting effects on productive effort and welfare of the worker will be carefully examined. A study will be made of the incentive wage plans (such as) — the Halsey wage plan, the Rowan Premium Plan, the Taylor Differential Piece-Rate Plan, the Emerson Efficiency Wage Plan, the Gantt Task and Bonus Wage Plan, the Bedaux Point Premium Plan, etc. A comparison of these methods as to the value of their practical applications will be made.

Mr. Knowles.

BU 21 Advertising

Curriculum: III-1 *Pre-requisite: BU 14-15*
Fourth year, first semester *Three hours per week*

Principles of successful planning, co-ordinating, timing, and other features of modern advertising are investigated and solved from the viewpoint of the executive, wherein the student must make decisions in the face of actual problems in contemporary advertising. Model solutions are advanced. Constructive thinking in advertising methods is developed by the student in the same manner that the executive acquires his technique.

Mr. Tatton.

BU 23-24 Business Policy

Curriculums: III-1 and 2
Fifth year, both semesters *Three hours per week*

Intended to develop an understanding of the nature of the major policies on which all successful business operations rest, this course will co-ordinate and correlate the work given in the specialized courses, to show the interdependence between the different functional departments of a business and to suggest the solution of problems affecting the general policy of an operating company. Consideration is given to such topics as the following: the changing approach to business problems, the size of the business unit, the economic phases of overhead costs, competition, over-expansion and over-production, industrial combinations, taxes and government regulation of industry.

Supplementary lectures introduce studies of the management policies of prominent business and industrial leaders.

Professor Jackson.

BU 27-28 Retail Store Management

Curriculum: III-1
Fifth year, both semesters *Three hours per week*

The purpose of this course is to make a study of the principles of successful retailing and the actual problems embodying these principles. The course is limited to a discussion of the retail practices of unit store, chain store and department store management. The present status of the retail field, retail buying, sales planning, and promotion, stock control and store operation are some of the subjects dealt with in this course.

Mr. ELLISON.

BU 29-30 Manufacturing

Curriculum: III-2 *Pre-requisite: BU 5-6*
Fifth year, both semesters *Three hours per week*

This is an advanced course intended to supply a detailed and specific knowledge of factory methods.

Emphasis is placed on the consideration of modern developments of scientific management. Among the topics considered are the setting of departmental standards, the control of operations, and the maintenance of standards through inspection. The viewpoint of the executive in charge of production is adopted throughout the course.

Professor INGALLS.

BU 31 Sales Campaigns

Curriculum: III-1
Fifth year, first semester *Three hours per week*

An advanced course aimed to teach the technique of conducting sales campaigns, particularly those to introduce new lines of goods or to exploit new territories. It considers the utilization of market research, the work of the sales promotion department in planning the campaign, the achieving of dealer co-operation, the co-ordination of advertising with sales efforts, the use of salesmen in marketing strategy, the elimination of profitless sales, and finally the use of sales systems and graphic records. A number of actual sales campaigns will be outlined and discussed.

Professor JACKSON.

BU 32 Foreign Trade

Curriculum: III-1
Fifth year, second semester *Three hours per week*

This course considers the broad, general principle of International Commerce with special reference to conditions in the United States and Europe. Specific topics will be dealt with in the fields of exporting and importing, among the more important of which will be economic conditions in chief foreign markets, movements of capital, tariff barriers, and sales policies peculiar to foreign trade. The nature and importance of importing will be studied and special attention will be given to the problems of import purchasing.

Professor JACKSON.

BU 33-34 Problems in Industrial Management

Curriculum: III-2
Fourth year, both semesters *Three hours per week*

Discussion and solution of actual cases in the management of industrial enterprises forms the basis of this course. Typical problems such as might arise in the student's later business career are analyzed and interpreted, including such topics as the selection of plant buildings and equipment, scientific operating methods, labor requirements and supply, joint relations, the control of design, materials, production, quality and tools, and the co-ordination of productive factors. Consideration is also given to the problems connected with the management of large modern offices.

Mr. KNOWLES.

The following courses offered by the Department of Industrial Engineering are available to students of Business Management.

IN 4 Power Problems

Curriculum: III-2
Third year, second semester *Three hours per week*

In this non-technical course, there are developed the essential principles of the generation, transmission, and utilization of power for industrial operations.

The various types of power producing equipment, such as steam plants, hydro-electric plants, and Diesel engines, are considered in relation to operating efficiency, reliability, and costs. An analysis is made of the factors involved in the transmission and utilization of the power delivered to the production centers in the factory.

Professor ZELLER.

IN 5 Transportation

Curriculum: III-2 *Pre-requisite: Ec 5-6*
Third year, first semester *Three hours per week*

The aim of this course is to give a knowledge of the common agencies of transportation and the inter-relation of these agencies.

Much time is spent on the development of the railroad business. The following topics are considered: the theory of rate making, rate classifications, and such problems as personal and local discrimination, financing and reorganization. The lessons from railroad experiences are applied to highway, water-way and airway transportation.

Professor INGALLS.

IN 6 *Traffic Management*

Curriculum: III-2

Third year, second semester *Three hours per week*

This course deals with the management of transportation and traffic from the standpoint of the industrial traffic manager. It endeavors to show when, where, and how to use highway, railway, waterway, or airway transportation to obtain best results. It depicts the organization and administration of a modern traffic department.

Professor INGALLS.

IN 7 *Industrial Relations*

Curriculum: III-2

Fifth year, first semester *Three hours per week*

This course will include a general discussion of the origin and development of personnel problems. It will include the discussion of morale and loyalty, placement and replacement, employee and self-government, the use of tests for selection of employees, methods of testing, technique of testing, education of the worker, employee interests, and wholesome recreation.

Professor ESTES.

General Departments

Department of English

Professor HAROLD W. MELVIN, *Chairman*

E 1-2 English I

Curriculums: All

First year, both semesters *Three hours per week*

The course consists of lectures, recitations, class discussions, weekly themes, tests, reports, and a limited amount of outside reading, particularly in modern business and scientific journals. The material for themes is largely drawn from, or related to the student's life and study.

Professors HOLMES and HAVICE; Messrs. MARSTON, MCCOY, POTTER, and BENJAMIN WHITE.

E 3-4 English II

Curriculums: All *Preparation: E 1-2*
Second year, both semesters *Three hours per week*

This course combines advanced work in composition with studies in literature. Novels and dramas are assigned for study and class discussion, with a view especially to developing in the student an independent ability to appreciate literary values. In the assignment and correction of weekly themes, which form the basis of the work in composition, emphasis is laid on effective theme organization and precision in the expression of ideas.

Dean Melvin, Professor Holmes, Mr. Potter.

E 5-6 Effective Speaking

Curriculums: All
Third year, both semesters *Two hours per week*

This course will offer practical training in the preparation and presentation of the various types of speeches. The instruction will be planned to eliminate defects of voice, posture, etc., and to develop in the student an ability to speak easily, naturally, and forcefully.

Professor Havice.

E 8 Business Correspondence

Curriculums: All
Fifth year, second semester *Two hours per week*

This is an advanced course devoted to the study and preparation of the various types of business letters and reports.

Mr. Marston

E 100 Shakespeare

Curriculum: Full-time *Three hours per week*

In this course from fifteen to twenty of Shakespeare's outstanding plays will be read. The more important plays will be discussed carefully in class. Additional notes will be given in the lectures, concerning the Elizabethan Period, Shakespeare's stage, and the work of his contemporaries. The purpose of the course is to teach the students how to read, with pleasure to themselves, the plays of the greatest of all English writers. The course will also give a student sufficient practice in careful reading, so that it will be valuable to him in any other type of reading that he may do in the future.

Dean Melvin.

E 200 English Literature

Curriculum: Full-time *Three hours per week*

A survey of the principal periods in English Literature will be the purpose of this course. The more important authors will be studied carefully. The historical background of each period will be studied in order to throw light upon the literary achievements of each age. The course is designed to develop appreciation of the classics in English Literature.

Dean Melvin.

E 300 American Literature

Curriculum: Full-time *Three hours per week*

This course will consist of a survey of American Literature from Colonial days to the present time. The aim will be to develop an appreciation of the greatest of our writers and an understanding of the conditions under which they wrote. A considerable amount of time will be given to modern authors.

Dean Melvin.

Department of Economics

Professor Wilfred S. Lake, *Acting Chairman*

Ec 1 Introduction to Economics

Curriculums: All
First year, first semester *Three hours per week*

In order to provide an adequate background for the study of economics this first course is primarily a description of the modern economic organization of society. Although attention is first directed to the evolution of the present economic structure and institutions, the chief emphasis of the course is upon the nature and character of modern industrial society. The study centers about analyses of representative industries with particular reference to the importance of economic resources in their development and future and their outstanding economic features. Frequent use is made of motion pictures to describe the processes and to indicate the peculiar characteristics of specific industries.

Professor Montgomery.

Ec 2 Economic History of the U. S.

Curriculums: All
First year, second semester *Three hours per week*

This course is designed to complete the factual background which is needed for the most successful study of theoretical economics. The economic development of the United States is traced from the colonial period to the present with special emphasis upon the period since the Civil War. Stress is laid upon the importance of economic factors and changes in our history in the description of the development of manufacturing, agriculture, domestic and foreign commerce, finance and banking, transportation and labor organizations. Consideration is given to European developments which have been closely related to those of the United States.

Professor Lake.

Ec 3-4 Economic Principles

Curriculums: All
Second year, both semesters *Three hours per week*

A thorough grounding in the fundamental principles and laws of economics is the aim of this basic course. The main topics include: the nature of production, the nature and importance of wants, the determination of price under conditions of competition and monopoly, the nature and functions of money and credit, the nature of international trade, and the distribution of wealth and income in the forms of wages, economic rent, interest and profits.

Mr. Hamilton.

Ec 5-6 Applied Economics

Curriculums: All
Third year, both semesters *Three hours per week*

In this course the application of economic principles to the major economic problems of modern society is emphasized. These problems are analyzed from the point of view of society rather than solely from the viewpoint of the individual business man. Among the problems studied are the following: The relation of government to business, the control of monopolies, regulation of public ulitities, protective tariffs and subsidies, stabilization of prices, control of the business cycle, population growth and immigration, labor problems such as unemployment and labor unions, agricultural problems, insurance, taxation and public finance, and proposals for the remodeling and improving of the economic system.

Mr. Hamilton.

Ec 7-8 Business Economics

Curriculums: All
Fourth year, both semesters *Three hours per week*

The actual relationship between economics and business is brought out in this course in which the emphasis is upon the direct application of economic principles and laws to business and industry. Although the viewpoint is principally that of the business man, the relation between business and the permanent social economic welfare is not neglected. The case method of instruction is used in which only problems and situations which have actually confronted business men are analyzed. The topics considered include: the economics of the business cycle, the relation of the business cycle to manufacturing, employment, merchandising, advertising and investment policies, and the economics of the problems of finance, management and distribution.

Professor Lake.

Ec 9-10 Elementary Statistics

Curriculums: All
Fourth year, both semesters *Three hours per week*

This course is intended to give the student an understanding of statistical principles and methods and their practical application to the management and administration of modern business. A study is made of: The nature, sources, collection and organization of business facts; the various averages and their practical uses; the distribution of the data around the average representing the group; and the various methods of presenting statistical information. Practical business problems involving the principles and methods studied are analyzed from time to time.

Mr. Davis.

Ec 11 Advanced Statistics

Curriculums: All *Pre-requisite: Ec 9-10*
Fifth year, first semester *Three hours per week*

In this course the more advanced practical phases of statistics are considered with particular reference to the interpretation of statistical data and the use of statistics in business research. Topics include: A careful study of index numbers, the importance and value of index numbers as an aid to the formation of business policies, their construction and the problems involved in their construction, the measurement of business fluctuations, the measurement of the influence of business fluctuations upon specific business organizations and the various methods of forecasting.

Mr. Davis.

Department of Sociology and Psychology

Professor Stanley G. Estes, *Chairman*

S 1-2 Psychology

Curriculums: All
Third year, both semesters *Three hours per week*

This basal course is designed to acquaint the student with the problems and investigational techniques of psychology, and to give a familiarity with more important results of experimental psychology. The structural basis of behavior, motivation, learning, individual differences, and personality are the main topics.

Professor Estes.

S 3-4 Sociology

Curriculums: All
Fifth year, both semesters *Three hours per week*

An analysis of the phenomenon of societal evolution, the principles and forces determining it, and a survey of the contemporary problems of group adjustment and control. Problems centering about the institution of the family, and population shifts and growth will be emphasized.

Professor Havice.

S 100 Ethics

Curriculum: Full-time *Three hours per week*

Emphasizing the practical aspects of the subject, this course will present the fundamental problems of ethics and principles of conduct. Consideration will be given to the methods of conserving the highest values in both individual and social life. A selected group of current ethical problems will be incorporated into the course; the student will be expected to apply the principles of moral judgment which relate themselves to these problems. Collateral readings will be assigned regularly.

Professor Havice.

S 200 Social Psychology

Curriculum: Full-time *Three hours per week*

An introduction to the study of social behavior. Topics to be studied are: Social setting of human behavior, psychology of individual behavior, personality and group participation, personality and subjective patterns — the crowd and the public.

Professor Estes.

S 300 Mental Tests

Curriculum: Full-time *Three hours per week*

Studies in personnel procedure. An introductory survey to psychological and psychiatric principles and techniques now being applied in business and education. The aim is to develop in the student a critical appreciation of the value of these procedures.

Professor Estes.

S 400 Child Psychology

Curriculum: Full-time *Three hours per week*

The course will include a survey of methods and representative investigations in this field, together with a summary presentation of the outstanding elements in our factual knowledge of child psychology. The aim is to give the student critical appreciation of contemporary methods and their results and to acquaint him with the implications of these for the mental hygiene of childhood. Some attention at the close of the course will be given to the psychology of mental hygiene of adolescence.

Professor Estes.

Unclassified Courses

M 21-22 General Mathematics

Curriculums: All
Second year, both semesters *Three hours per week*

The mathematics in this course is intended as a general preparation for the specialized mathematics which appears in the various courses of the Business Administration Curriculums. It starts with a thorough review of fractions and decimals and the theory of exponents in arithmetic. This is followed by the fundamental algebraic principles, the solution of first degree and simultaneous equations, quadratic equations, the fundamental laws of exponents in algebra, logarithms, slide rule, progressions and series, ratio and proportion, certain geometric principles, charts and graphs, evaluation of formulas, various unit systems and conversions, permutation and probability.

Professor Spear.

U 1-2 Physical Training

Curriculums: All
First year, both semesters *Two hours per week*

All first-year students are required to take physical training. Health, strength, and vitality do not come by chance, but by constant attention to those factors involved in their development. It is very essential for the student to acquire good habits of life.

The work in the course includes a formal calisthenic program. special exercise classes for the correction of postural defects, participation in the regular athletic program, including baseball, basketball, hockey, soccer, track, and many types of informal games. All members of the class are also required to learn to swim.

Students wishing to be excused from physical training, because of physical defects, are required to present a petition to the faculty supported by a physician's certificate.

Professor Parsons; Messrs. Tatton, McCoy, Laveaga, Peel, Hultgren, and others.

U 3 Hygiene

Curriculums: All
First year, first semester *Two hours per week*

One class hour per week is devoted to the study of information closely related to the physical training work and to personal and mental hygiene. For this class lecture each student is assigned at least one hour of outside study based on the required textbook. The course includes enough of the fundamentals of physiology and anatomy to enable the student to understand such parts of the course as require some knowledge of these subjects.

Professor Parsons.

U 10 Business Law

Curriculums: All
Fifth year, second semester *Three hours per week*

Law in commercial enterprise is extremely important. Students should have at least a thorough knowledge of contracts, agency, negotiable instruments, partnership and corporations.

This course is a broad review in concentrated form of the law which the students have studied in various courses throughout their previous years in college.

Professor Bruce.

U 21-22 Law of Contracts

Curriculums: All
First year, both semesters *Three hours per week*

This course concerns itself with the fundamental element of contracts — especially offer, acceptance, responsible party, and certain important pitfalls. The course material is tied up with the courses in organization, administration, accounting, and finance.

Professor Winslow Porter.

U 23-24 Business Conference

Curriculums: All
Fourth year, both semesters ***Two hours per week***

This course is the connecting link between the industry and the class-room. The fourth- and fifth-year men of each curriculum meet together in small groups. It is conducted as a society and is presided over by student officers under the direction of a member of the faculty. Each student, in turn, delivers a twenty- to thirty-minute talk on some topic of experience or general interest. Other students are designated to supplement the information given by the principal speaker with short discussions and the meeting is then thrown open to a general discussion by the whole class as long as seems best to the instructor. Thus it is possible for all students in the class to become familiar also with the practical experience being acquired by their class-mates and so become acquainted with a larger number of practical problems and a broader field of experience.

Intermingled with these regular classes special programs are arranged to permit prominent men to address the students on current problems and projects.

Messrs. Davis and Rice.

U 25 Business Conference

Curriculums: All
Fifth year, first semester ***Two hours per week***

(Same as U23-24)

Courses of Instruction

Number	SUBJECT	Curriculum	Year
	ACCOUNTING		
AC 1-2	Elementary Accounting	All	1
AC 3-4	Advanced Accounting	All	2
AC 5	Accounting Problems	II, III	3
AC 6	Accounting Problems	I	3
AC 7	Cost Accounting Practice	I	4
AC 8	Auditing	I	4
AC 9	Income Tax	I, II	5
AC 10	Budgetary Control	I, II, III-2	5
AC 11	Fiduciary Relationships	I, II	5
AC 12	Accounting Systems	I	5
AC 13-14	C. P. A. Problems	I	5
	BANKING AND FINANCE		
FI 1	Commercial Banking	All	2
FI 3-4	Business Finance	All	2
FI 5-6	Corporation Finance	I, II	3
FI 2	Credits and Collections	III-1	4
FI 8	Bank Organization	II	3
FI 9	Bank Management	I, II	4
FI 10	Credit Investigations	I, II	4
FI 11	Public Utility Finance	II	4
FI 12	Problems in Finance	II	4
FI 13	Investments	II	5
FI 14	Investment Analysis	II	5
FI 16	International Banking	II	5
FI 17-18	Insurance	All	4
	BUSINESS MANAGEMENT		
BU 1-2	Organization and Administration	All	1
BU 4	Marketing Principles	All	2
BU 5-6	Industrial Management	I, II, III-2	3
BU 7-8	Marketing Problems	III-1	3
BU 12	Principles of Sales Management	III-1	3
BU 14-15	Principles of Advertising	III-1	3
BU 17-18	Problems in Sales Management	III-1	4
BU 19	Pur. and Warehousing	III-2	4
BU 20	Wage Systems	III-2	4
BU 21	Advertising	III-1	4
BU 23-24	Business Policy	III	5
BU 27-28	Retail Store Management	III-1	5
BU 29-30	Manufacturing	III-2	5
BU 31	Sales Campaigns	III-1	5
BU 32	Foreign Trade	III-1	5
BU 33-34	Problems in Industrial Mgt	III-2	4
	INDUSTRIAL		
IN 4	Power Problems	III-2	3
IN 5	Transportation	III-2	3
IN 6	Traffic Management	III-2	3
IN 7	Industrial Relations	III-2	5

Courses of Instruction—Continued

Number	SUBJECT	Curriculum	Year
	ENGLISH		
E 1-2	English I	All	1
E 3-4	English II	All	2
E 5-6	Effective Speaking	All	3
E 8	Business Correspondence	All	5
E 100	Shakespeare	Full-time	2, 3, 4
E 200	English Literature	Full-time	2, 3, 4
E 300	American Literature	Full-time	2, 3, 4
	ECONOMICS		
Ec 1	Introduction to Economics	All	1
Ec 2	Economic History of the U. S.	All	1
Ec 3-4	Economic Principles	All	2
Ec 5-6	Applied Economics	All	3
Ec 7-8	Business Economics	All	4
Ec 9-10	Elementary Statistics	All	4
Ec 11	Advanced Statistics	All	5
	SOCIOLOGY AND PSYCHOLOGY		
S 1-2	Psychology	All	3
S 3-4	Sociology	All	5
S 100	Ethics	Full-time	2, 3, 4
S 200	Social Psychology	Full-time	2, 3, 4
S 300	Mental Tests	Full-time	2, 3, 4
S 400	Child Psychology	Full-time	2, 3, 4
	UNCLASSIFIED		
M 21-22	General Mathematics	All	2
U 1-2	Physical Training	All	1
U 3	Hygiene	All	1
U 10	Business Law	All	5
U 21-22	Law of Contracts	All	1
U 23-24	Business Conference	All	4
U 25	Business Conference	All	5

General Information

Buildings and Grounds

The University is housed in the buildings of the Boston Young Men's Christian Association, in the Huntington Building which adjoins Symphony Hall, and in the Laboratory Building.

The Buildings are located on Huntington Avenue, in a section of Boston noted for its institutions of learning. The schools and colleges in the vicinity have an annual attendance of fifteen thousand students. The location is easily accessible from all parts of the city and suburbs.

The six buildings in the main group are as follows: Administration, Assembly Hall, Recitation, Natatorium, Gymnasium, and Laboratory.

Administration Building

In the administration building, besides various offices, there are libraries, class rooms, reading rooms and social rooms.

Activities Assembly Hall

The Jacob P. Bates Hall has a seating capacity of 500. A large stage, suitable for entertainments of various kinds, is available. The hall is equipped with a motion picture machine.

Bates Hall is an important center for various student activities. Here the band has its rehearsals, the glee club gives its entertainments and some of the dramatic work is presented. Numerous student socials and small group dinners frequently are held here.

Recitation Building

The Recitation building is 196 feet long and 58 feet wide and six stories high; in the basement are the heating and ventilating plants. The first floor is taken up with game, social and club rooms, and a small assembly hall seating 150. On the second and third floors are located class rooms and offices. The fourth floor contains a science lecture room completely equipped, a physics laboratory, three chemical laboratories, three drafting rooms, two recitation rooms, and department offices. The fifth and sixth floors are used as dormitories.

Natatorium

This building, one of the finest of its kind, is located between the Assembly Hall and Gymnasium, and is easily accessible from the locker rooms of the latter. The swimming pool is 75 feet long by 25 feet wide, and is under a glass roof, admitting floods of sunshine. The pool is supplied with filtered salt water from an artesian well and is heated to the proper temperature by an elaborate system of pipes.

Gymnasium

This structure, the funds for which were provided by the relatives of the late Samuel Johnson, is known as the Samuel Johnson Memorial Gymnasium. The gymnasium provides the following facilities: three gymnasiums, a twelve-lap running track, two large exercise rooms, boxing and wrestling rooms, handball and squash courts, bowling alleys, showers, steam baths, massage rooms, and electric cabinet baths.

Lecture Assembly Halls

Through special arrangement, Jordan Hall, Symphony Hall, and the Boston Opera House are made available for assembly purposes. These halls provide ample space for student activity assemblies and for special lectures by noted men. All the students in school at any period assemble for one hour each week throughout the school year. More than half of the assembly sessions are devoted to interests and activities developed by the students themselves. The other assembly periods are devoted to special lectures, sometimes under the direction of the student body and sometimes under the direction of the faculty. The special lectures are devoted to those elements of life which count most in the development of a man's viewpoint and his character.

Huntington Building

In addition to the large recitation building previously mentioned the Huntington Building provides a large area for class rooms and offices. In the Huntington Building are located offices of the Director of Student Activities, Director of Health and Physical Training, Executive Secretary of the Northeastern Student Union, and most of the student advisers. Thus the student body is brought directly into contact with the various members of the faculty. In this building also are the lecture and assembly rooms for large groups within the student body; the special class rooms for Physics, Mathematics, and Mechanical Drawing; and student social and reading rooms.

Laboratory Building

The Laboratory building is located directly behind the Main Building. In it are located laboratory rooms for Accounting courses, the mechanical and electrical engineering laboratories, an industrial chemistry laboratory, and offices for a number of the faculty, as well as conference rooms for students. There are some recitation rooms of the non-laboratory type. The Laboratory Building contains a large variety of equipment for experimental purposes in the various fields of industry.

Equipment for Physical Training

Northeastern has exceptional facilities for all-round physical training. The gymnasium is one of the most complete in New England. Adjoining the building is a large field equipped for athletics. Here are four tennis courts, outdoor gymnasium, baseball cage, basketball court, jumping pits and a track with a 100-yard straightaway.

Northeastern University owns and operates a large athletic field a short distance from the School. This field, known as the Huntington Field, provides ample facilities for track, soccer, baseball, football, and other outdoor sports. The School maintains a bus service between the field and the School which makes it possible for students to get back and forth with a minimum loss of time. A new and commodious field house has recently been erected at the field.

Libraries

1. The libraries of Northeastern University of the Boston Y. M. C. A. consist of several thousands of carefully selected volumes. In these libraries the students of the School have available for their use necessary books on business administration, engineering, and allied subjects, together with current periodicals and the leading business and technical services. The library is open from 9.00 A.M. to 10.00 P.M. daily.

2. The Boston Public Library. All members of the School whether resident or non-resident students, have the privilege of taking books from the Boston Public Library and of using the library for general reference and study. Inasmuch as this is one of the best in the country, it presents unusual opportunities to the students. Within a five minutes' walk from the School, it enables students to have unlimited reference at any time to books and periodicals bearing upon their studies.

Boston—A Great Educational Center

The fact that Northeastern University is in Boston broadens the educational and cultural opportunities of its students. Few other cities in the country are so rich in the finest elements of American life. Many of its historic buildings, such as the Old

State House, Faneuil Hall, and the Old North Church, have become museums for the preservation of old documents, paintings, and other collections representative of early Colonial life. The Boston Public Library and the Museum of Fine Arts, both within a few blocks of the University buildings, are widely noted for their treasures of literature and art. Even nearer to the University is Symphony Hall, home of the world-famous Boston Symphony Orchestra. And the many churches within Greater Boston not only afford the opportunity of hearing distinguished preachers but through their student clubs and young people's societies make possible for students a fine type of social and intellectual life.

Roster of Students For the School Year 1931-1932

Division A Freshmen

NAME	HOME ADDRESS
Abbott, Andrew Herbert	*South Weymouth*
Armstrong, Gordon E.	*Milford,* N. H.
Blackwood, Cyril John	*Brookline*
Bon, Donald	*Waterbury, Conn.*
Bower, Robert Cummings	*Auburn, Me.*
Bright, Harry	*Lawrence*
Bunke, Theodore	*Woodside,* N. Y.
Buttrick, Leon W.	*Melrose*
Cahoon, Kenneth Davis	*Wollaston*
Clark, Frank A.	*Melrose*
Coffin, Elliott F.	*Newton Centre*
Connell, Edward J.	*Brighton*
Connelly, Clement E.	*Salem*
Cosman, Ernest Benjamin	*Malden*
Crane, Matthew J.	*Brighton*
Curry, Robert Winslow	*Melrose*
Cutler, Walter Chester	*Medford*
Davis, Kenneth E.	*Medford*
Derocher, Edmund Francis	*Randolph*
Doane, John Emery	*Bridgewater*
Facey, William	*Arlington*
Feinberg, Morris	*Brookline*
Fiske, Benjamin M.	*Wakefield*
Follansbee, Verne Scott	*Leominster*
Gaghan, Francis R.	*Natick*
Garrabrant, Ludlow Smith	*West Nyack,* N. Y.
Gelas, Jean Antoine	*Quincy*
Gilpatrick, Robert Baker	*Needham*
Grandberg, Norman Elliot	*Brookline*
Grasewicz, Julian L.	*Medford*
Grassick, Preston H.	*Braintree*
Hall, Charles August, Jr.	*North Quincy*
Hall, Eugene Atkinson	*Lynn*
Hart, Charles S.	*Boston*
Heath, Edward Day	*Middleboro*
Hodges, John Thomas	*South Boston*
Hoot, Gregory Constantine	*Newport, R. I.*
House, Mahlon Kenneth	*Haverhill*
Howe, Roswell Freeman	*Cambridge*
Jackson, Russell Lowell	*Hartford, Conn.*
Jacobs, Frank Edmund	*Weston*
Jaques, Alden Whittemore	*Haverhill*
Johnson, Gordon Hess	*Agawam*
Jordan, George C., Jr.	*Auburn, Me.*
Kasper, Joseph Albert	*Brockton*
Knight, Henry Clifford	*Worcester*
Knudson, Everett Charles	*Brookline*
Lamb, George Robert	*Newtonville*
Levenson, Harold	*Brookline*

NAME	HOME ADDRESS
Levin, Hyman S.	*Malden*
Levy, Leon Lionel	*Rochester*, N. Y.
Lyons, Markham H.	*Brighton*
MacKenzie, Raymond Conrad	*Waltham*
MacLean, Wallace Kenneth	*Belmont*
MacSween, Kenneth Donald	*South Hanson*
Malaguti, Nano A.	*Wellesley Hills*
McKinney, Walter L.	*Hartford, Conn.*
Messer, Richard O.	*Wakefield*
Minkovitz, Morris	*Needham*
Mitchell, Robert Alexander	*Methuen*
Mitchell, Richard Clarence	*Waltham*
Moore, Robert B.	*Riverhead*, N. Y.
Newhall, George W.	*Melrose*
Newman, Kenneth Crandell	*Albany*, N. Y.
Nicolle, Arthur	*Quincy*
Niman, Ardey	*Worcester*
Nowers, Edward S.	*Lexington*
O'Connor, John Joseph	*South Boston*
O'Connor, Paul Nowell	*Springfield*
Oliva, Alfred E.	*Brighton*
Olson, Harry Clifford	*Stratford, Conn.*
Palmer, Stephen T.	*Albany*, N. Y.
Patten, Frederick W.	*Melrose*
Perkins, Alvin W.	*Sangerville, Me.*
Pray, H. Edgar	*Sea Cliff*, N. Y.
Priestley, Everett M.	*Medford*
Quigley, William Douglas	*Newtonville*
Rando, Francis William	*Lynn*
Redding, Donald C.	*Medford*
Robak, Walter Charles	*Cambridge*
Rollins, George E.	*West Medford*
Ryder, Herbert E.	*Marion*
Sackrider, James	*Albany*, N. Y.
Savage, James Arthur, Jr.	*Melrose*
Schneiderman, Isadore	*Dorchester*
Skinner, Paul L. W.	*Belmont*
Smith, Ralph G.	*Vanceboro, Me.*
Souther, O. Phillips	*Melrose*
Spencer, Paul Francis	*Scituate Center*
Stimpson, Richard Marston	*Brockton*
St. Louis, Edmund W.	*Medford*
Stone, Clifton R., Jr.	*Sangerville, Me.*
Strath, William G., Jr.	*Cambridge*
Strecker, Clarance S.	*Greenfield*
Strombom, Harold	*Newton Upper Falls*
Tosi, Byron G.	*Boston*
Tucker, Robert C.	*Dedham*
Wasserman, Samuel	*Dorchester*
White, Kenneth P.	*Boston*
Whitley, Bertram F.	*Dorchester*
Zafferes, John James	*Brighton*

Division B Freshmen

Aiello, Mario Joseph	*Lawrence*
Alger, Howard Alonzo	*South Easton*
Beekman, John	*Winthrop*

NAME	HOME ADDRESS
Collins, Sherwood E.	*Waterford*, N. Y.
Coombes, John N.	*Brighton*
Crooks, Arthur B.	*Revere*
DeTerlizzi, Ralph	*Dobbs Ferry*, N. Y.
DiCaprio, Luca	*Bridgeport, Conn.*
Dickhart, Alfred	*Wakefield*
Ehlbeck, Robert John	*Newton Highlands*
Elger, John G.	*Pittsfield*
Errgong, Gordon Marsh	*Arlington*
Forward, Aldrich Saunders	*Medford*
Hackett, William T.	*Dorchester*
Hammett, John Joseph	*Portland, Me.*
Hanford, William Francis	*Pittsfield*
Hayes, Joseph Timothy	*West Newton*
Heerde, Richard Augustus	*West Roxbury*
Hibbard, Donald Charles	*Washington, D. C.*
Jackson, Edgar E.	*Brighton*
Kemp, Malcolm Dinsmoor	*East Weymouth*
Lapham, Mark	*West Concord*
Livingston, William Thayer	*Brookline*
Loughman, Gerald Francis	*Barre*
MacWilliam, Alexander	*East Foxboro*
Mazura, Frank Edward	*Riverhead*, N. Y.
Merritt, Hubert B.	*Bristol, Vt.*
Messer, Ernest Albert	*Wakefield*
Nahigian, Garney	*Somerville*
Pearl, Harold	*Nantasket*
Perley, Elias T.	*Milton*
Perry, Earl Henry	*Wakefield*
Polley, Alvin Henry, Jr.	*Framingham*
Quinn, Paul C.	*Arlington*
Riley, Charles P., Jr.	*Greenport*, N. Y.
Ryan, Robert James	*Natick*
Salvin, Samuel Bernard	*Boston*
Scott, Edward K.	*Mattapan*
Shannahofski, Myron Maurice	*Roxbury*
Silver, Hyman S.	*Beverly*
Snow, Israel, Jr.	*Rockland, Me.*
Taylor, Lawrence Smith	*Middletown*, N. Y.
VanderBurgh, Warren M.	*Lowell*
VanDusen, Richard M.	*Gorham, Me.*
Zitaner, Clarence	*Chelsea*

Roster of Students
For the School Year 1931-1932

Upper Classmen

NAME	DEPT.	YEAR	HOME ADDRESS
Abbott, Warner Marshall	B. A.	1935	*South Weymouth*
Adamowicz, Charles	B. A.	1935	*Cambridge*
Ackroyd, J. Roland P.	B. A.	1935	*Needham*
Altshuler, Norman P.	Bus. Mgt.	1932	*Peabody*
Amberlock, Joseph P.	Bus. Mgt.	1934	*Westfield*
Anderson, Elmer Arthur	Acc.	1932	*North Easton*
Annis, Robert Flanders	B. A.	1935	*North Weare, N. H.*
Antico, Frank Joseph	Acc.	1932	*Medford*
Bacon, Preston Morrill	Finance	1934	*Beirut, Syria*
Baker, Carl J.	Acc.	1932	*Boston*
Baker, Leland H.	Acc.	1932	*Charlton*
Barrows, Carlton H.	B. A.	1935	*West Hartford, Conn.*
Beal, Frank Gilbert	Finance	1934	*Foxboro*
Beaton, Alfred Taylor	Finance	1934	*Millbury*
Belden, Harris J.	Bus. Mgt.	1934	*Clayton, N. Y.*
Bergeron, Albert Phillip	Acc.	1932	*Jamaica Plain*
Berkall, Benjamin Albert	B. A.	1935	*Dorchester*
Berthiaume, Amedee Stanley	Acc.	1932	*Millbury*
Best, George	B. A.	1935	*Springfield*
Bird, Theodore S.	Bus. Mgt.	1934	*Rockland, Me.*
Bixby, Harvey A.	Bus. Mgt.	1932	*West Groton*
Blanchard, Daniel Theron	B. A.	1935	*Whitman*
Bower, Kenneth	B. A.	1935	*Schenectady, N. Y.*
Boyle, James F.	B. A.	1935	*Malden*
Boyle, Martin J.	B. A.	1935	*Malden*
Brosius, Nicholas William	B. A.	1935	*Berlin, N. H.*
Brown, Robert William	B. A.	1935	*Springfield*
Bruns, Sumner Bartlett	B. A.	1935	*Somerville*
Burbank, Frank A., Jr.	B. A.	1935	*Lynn*
Burke, Geoerge S. V.	Bus. Mgt.	1932	*Reading*
Callahan, Robert Joseph	B. A.	1935	*Quincy*
Cameron, Paul Alden	Bus. Mgt.	1934	*Arlington*
Canfield, Rodney Blair	Acc.	1934	*Bristol, Conn.*
Carlson, Arthur E.	Acc.	1932	*West Roxbury*
Carlson, Charles Andrew	Finance	1934	*Jamaica Plain*
Carlson, Gustave Wilhelm, Jr.	Acc.	1934	*Gloucester*
Carlson, Helge I.	B. A.	1935	*Worcester*
Carroll, William H.	Bus. Mgt.	1932	*Dorchester*
Carter, Ralph Lawrence	B. A.	1935	*Waltham*
Carter, William Lee	Bus. Mgt.	1932	*Needham*
Castrucci, Louis P.	Acc.	1934	*Allston*
Caverly, Gardner Arthur	Finance	1934	*Laconia, N. H.*
Chatis, Harold	Bus. Mgt.	1932	*Lynn*
Chesley, Richard Booker	Bus. Mgt.	1934	*Reading*
Christian, Stephen T.	Bus. Mgt.	1934	*Elmira, N. Y.*
Christianson, Ralph M.	Finance	1934	*Worcester*
Ciarlone, Nicholas	Acc.	1932	*Fall River*
Clark, Robert Franklin	Bus. Mgt.	1932	*Dedham*
Cole, Richard S.	Bus. Mgt.	1932	*Attleboro*

NAME	DEPT.	YEAR	HOME ADDRESS
Connell, William James	Acc.	1932	*Arlington*
Coolidge, George R., Jr.	B. A.	1935	*Framingham*
Cores, Samuel	Acc.	1932	*Boston*
Coury, Alfred D.	B. A.	1935	*New Bedford*
Crighton, John J.	Finance	1934	*Belmont*
Cullen, Kenneth F.	Acc.	1932	*Winchester*
Cunningham, Henry Dee	Bus. Mgt.	1932	*Salem*
Danca, Salvatore J.	Acc.	1934	*Malden*
Day, Robert Francis	Bus. Mgt.	1934	*Needham*
DeBenedictis, Vincent	Acc.	1934	*Arlington*
Derwin, James Joseph Francis	B. A.	1935	*New Haven, Conn.*
Dolan, Ellsworth Way	B. A.	1935	*North Weymouth*
Donnelly, John L.	Bus. Mgt.	1932	*Cambridge*
Douglas, Kenneth W. D.	B. A.	1935	*Beverly*
Doyle, John Edward, Jr.	Acc.	1932	*Hartford, Conn.*
Drake, Robert W.	Bus. Mgt.	1932	*Townsend*
Dutton, Harold B., Jr.	Acc.	1932	*Fairhaven*
Eck, Alton M.	Finance	1934	*Wollaston*
Emerson, Leon Cortland	B. A.	1935	*Framingham*
Emerson, Thayer Macdonald	B. A.	1935	*West Roxbury*
Fairbank, Robert V.	Acc.	1934	*Salem*
Fisher, Arthur Walter	Acc.	1932	*Cambridge*
Flanagan, John P.	Bus. Mgt.	1932	*South Boston*
Foden, Lawrence Wallace	B. A.	1935	*Medford*
Franco, Mario Costa	Acc.	1932	*Fall River*
Freeman, Albert Gray, Jr.	Acc.	1932	*Everett*
Frissell, Clinton Jordan	B. A.	1935	*Hinsdale*
Fulton, Raymond Eugene	Acc.	1934	*South Weymouth*
Furdon, Henry Donald	B. A.	1935	*Newton*
Furtado, Joseph John	B. A.	1935	*Hudson*
Gallagher, Herbert Wendell	B. A.	1935	*Newton*
Gammons, Albion Frederick	B. A.	1935	*Methuen*
Gebhard, Leonard, Jr.	B. A.	1935	*South Weymouth*
Gesson, Samuel	Acc.	1932	*Chelsea*
Gillette, Charles M.	Acc.	1932	*Holyoke*
Glennon, Paul W.	Acc.	1932	*Worcester*
Golbranson, C. Leonard	Acc.	1932	*Quincy*
Goldfarb, Isadore M.	B. A.	1935	*Hartford, Conn.*
Gordon, Sedgwick Steele	B. A.	1935	*Bristol, Conn.*
Gorski, Walter	B. A.	1935	*Framingham*
Graham, John Joseph	Acc.	1932	*Hingham*
Green, Isadore	Acc.	1932	*Mattapan*
Greenleaf, Charles Robert	Bus. Mgt.	1932	*Natick*
Greenwood, Frank Orville	B. A.	1935	*Topsfield*
Grieve, Robert Gray	Bus. Mgt.	1934	*Waterbury, Conn.*
Griffith, Thomas B.	B. A.	1935	*Dolgeville, N. Y.*
Groves, William Burpee	Bus. Mgt.	1934	*Lynn*
Grublin, Victor E.	B. A.	1935	*South Boston*
Hadjian, Albert M.	Acc.	1934	*Brookline*
Hague, Alfred Eldred	Bus. Mgt.	1934	*Mechanicville, N. Y.*
Hall, Franklin G.	Bus. Mgt.	1932	*Boston*
Hall, Ralph Martin	Bus. Mgt.	1934	*Somerville*
Hannon, Robert Joseph	B. A.	1935	*East Milton*
Harriman, Nelson Franklin	B. A.	1935	*Mattapoisett*
Hart, Frederick Hayward	Bus. Mgt.	1932	*Lynn*
Herbert, Paul M.	B. A.	1935	*Framingham*
Hersey, Fred H.	Bus. Mgt.	1932	*Quincy*

NAME	DEPT.	YEAR	HOME ADDRESS
Hewins, Gilbert M.	Bus. Mgt.	1934	*Belmont*
Hintz, Elmer F.	Acc.	1932	*New Haven, Conn.*
Hirschfield, Robert Louis	B. A.	1935	*Newton*
Hodder, George J.	Bus. Mgt.	1932	*Belmont*
Hodgson, George Earle	Bus. Mgt.	1934	*Springfield*
Howe, Arthur William	Acc.	1932	*Everett*
Howe, Frank W.	Finance	1934	*Worcester*
Hyde, Robert M.	Acc.	1934	*Lawrence*
Hyde, Walter S.	Bus. Mgt.	1932	*Holbrook*
Innis, Paul Vaughn	B. A.	1935	*Everett*
Jachym, Adolph Albert	B. A.	1935	*Westfield*
Jakubowicz, Constant J.	Acc.	1934	*Newmarket, N. H.*
James, Arthur Richards	Acc.	1934	*Winchendon*
Jee, Albert R.	B. A.	1935	*Wilmington*
Johnson, Bradford Lenard	B. A.	1935	*Dedham*
Johnson, Frank Raymond	Finance	1934	*Methuen*
Johnson, Rudolph A.	Bus. Mgt.	1932	*Smithtown Branch, N.Y.*
Johnston, Edgar B.	B. A.	1935	*North Quincy*
Jordan, Richard T.	Acc.	1932	*Rumford, Me.*
Karges, Robert W., Jr.	Bus. Mgt.	1932	*Rutherford, N. J.*
Kelley, Charles Frederic	Bus. Mgt.	1934	*Roslindale*
Kelley, John L.	Bus. Mgt.	1932	*West Roxbury*
Kelley, Russell Boyden	Acc.	1932	*Dorchester*
Kelly, William T., Jr.	Bus. Mgt.	1934	*Salem*
Kenney, George L.	B. A.	1935	*Belmont*
Kianski, Alexander F.	Bus. Mgt.	1934	*Brockton*
Kirkland, Edward Victor	B. A.	1935	*Wollaston*
Kisiel, Walter F.	B. A.	1935	*Boston*
Knight, Richard D.	B. A.	1935	*West Medford*
Kouffman, Daniel Henry	Bus. Mgt.	1932	*Providence, R. I.*
Kramer, Stanley W.	B. A.	1935	*Port Washington, N.Y.*
Krashefski, Leonard A.	Acc.	1934	*Moodus, Conn.*
Krotman, Morris Harry	Bus. Mgt.	1934	*Mattapan*
Lajoie, Louis Joseph	B. A.	1935	*Whitman*
Lamb, Gilbert	B. A.	1935	*Rocky Hill, Conn.*
Lamson, Kempton Charles	B. A.	1935	*Malden*
Lanzillotta, Joseph Paul	Bus. Mgt.	1932	*South Hanson*
Leverone, Thomas Arthur	Bus. Mgt.	1934	*Somerville*
Lewis, Earle Russell	B. A.	1935	*Rutland, Vt.*
Linehan, William T.	Bus. Mgt.	1932	*Salem*
Linscott, Frederick Pigeaud	B. A.	1935	*Waban*
Littlefield, Wesley G.	Bus. Mgt.	1934	*Alton, N. H.*
Loux, Donald J.	Bus. Mgt.	1932	*Palmer*
Lowndes, Samuel George	Bus. Mgt.	1932	*North Easton*
Lundgren, Carl G.	Acc.	1934	*Quincy*
MacDonald, Kenneth Raymond	B. A.	1935	*St. Johnsbury, Vt.*
MacDonald, Robert Warren	B. A.	1935	*Melrose*
MacIlroy, Robert Laming	Acc.	1932	*Salem*
Maloney, Bernard	B. A.	1935	*Cambridge*
Manasas, Albert G.	Acc.	1932	*Worcester*
Mason, Harold Roger	B. A.	1935	*Quincy*
McCrudden, James H.	Bus. Mgt.	1934	*Newtonville*
McGee, Hamilton Bruce	B. A.	1935	*Dorchester*
McKee, John Francis	Bus. Mgt.	1932	*Hingham*
McLaughlin, Daniel	Bus. Mgt.	1932	*Revere*
McMullen, Joseph W.	Bus. Mgt.	1932	*Winthrop*
Messer, Earle A.	B. A.	1935	*Wakefield*

NAME	DEPT.	YEAR	HOME ADDRESS
Mitchell, Everett Samuel	Finance	1934	*New Britain, Conn.*
Moran, John Joseph	Acc.	1934	*Arlington*
Morang, Langley U.	Bus. Mgt.	1934	*Waltham*
Morris, Rudolph M.	Acc.	1932	*Roslindale*
Morse, John Abbott	B. A.	1935	*Beverly*
Mosher, Frank Scott	Bus. Mgt.	1932	*Jamaica Plain*
Murphy, Everett Joseph	B. A.	1935	*Middleboro*
Murray, Charles Francis	Acc.	1934	*Cambridge*
Myers, Karl Nelson	Bus. Mgt.	1932	*Somerville*
Nardone, Mario P.	Bus. Mgt.	1932	*Westerly, R. I.*
Nelson, Albert Elmer	B. A.	1935	*Arlington*
Newman, Jacob	B. A.	1935	*Cambridge*
Newton, Harlan Page	Bus. Mgt.	1934	*Lowell*
Nicoloro, Albert James	Bus. Mgt.	1934	*Arlington*
Nutt, Milton Walter	B. A.	1935	*Wakefield*
Nye, Wendell Allen	B. A.	1935	*Westminster*
O'Brien, John Thomas	B. A.	1935	*Allston*
Olson, Oscar Victor	B. A.	1935	*Meriden, Conn.*
Owen, Edward Charles	B. A.	1935	*Taunton*
Owers, Richard Myron	Bus. Mgt.	1932	*Manchester, Conn.*
Pai, Ei Whan	B. A.	1935	*Kimhai, Korea*
Patterson, James A.	B. A.	1935	*Lawrence*
Pearson, Paul W.	Bus. Mgt.	1934	*Ware*
Perkins, Edward F.	Bus. Mgt.	1932	*West Roxbury*
Perkins, Erman W.	Bus. Mgt.	1934	*Belmont*
Perrine, Howard C.	B. A.	1935	*Newtonville*
Perzan, Teofil W.	Finance	1934	*Clinton*
Peterson, Clarence Earle	B. A.	1935	*Rochester, N. H.*
Petterson, Albert Mansfield	Acc.	1932	*Lowell*
Phelps, Merle Edgar	B. A.	1935	*Staffordville, Conn.*
Phillips, Burton W.	Acc.	1932	*Beverly*
Piccolo, Achille V.	Acc.	1932	*Westerly, R. I.*
Pitocchelli, Guido Thomas	B. A.	1935	*Lawrence*
Polgreen, Waldron Mosher	Bus. Mgt.	1932	*Albany, N. Y.*
Poltorak, Eugene Henry	B. A.	1935	*Cambridge*
Posey, Aubrey Gene	B. A.	1935	*East Braintree*
Preston, John Stiles	Finance	1934	*New Britain, Conn.*
Pyteraf, Alexander	Acc.	1934	*New Bedford*
Ranney, Gerald Arthur	B. A.	1935	*Ashfield*
Reed, Kenneth B.	Bus. Mgt.	1932	*Melrose*
Richardson, Francis Herbert	B. A.	1935	*Greenfield*
Richardson, William G.	Bus. Mgt.	1934	*Antrim, N. H.*
Robinson, David Alexander	Bus. Mgt.	1932	*Everett*
Robinson, Donald R.	Bus. Mgt.	1932	*Riverhead, N. Y.*
Robis, Thoedore M.	Bus. Mgt.	1932	*Roxbury*
Rodham, Arthur	Bus. Mgt.	1934	*Cambridge*
Rogers, G. Kenneth	B. A.	1935	*Brockton*
Rosenbaum, Morris	Bus. Mgt.	1934	*Worcester*
Rozen, Harold	Acc.	1932	*Mattapan*
Ruggiero, Anthony J.	B. A.	1935	*Watertown*
Rust, Alan Litchfield	Bus. Mgt.	1932	*Newton*
Salman, J. Richard	B. A.	1935	*Needham*
Schaake, Albert A.	Acc.	1934	*Lawrence*
Schlier, Homer A.	Bus. Mgt.	1932	*Hazleton, Pa.*
Schubert, Ehart F.	Acc.	1932	*Terryville, Conn.*
Sears, G. Howard	Bus. Mgt.	1932	*Hopedale*
Segersten, Charles Lennart	Bus. Mgt.	1932	*Nyack, N. Y.*

NAME	DEPT.	YEAR	HOME ADDRESS
Semple, Gavin Miller	Acc.	1934	*Dorchester*
Sevoian, Paul C.	Bus. Mgt.	1932	*Arlington*
Seward, E. Harris	B. A.	1935	*New Hampton, N. Y.*
Shalhoub, Samuel Adams	Acc.	1932	*West Roxbury*
Shedd, Albert L.	Acc.	1934	*Medford*
Sherman, Henry Lester	Bus. Mgt.	1934	*Hyannis*
Shields, Lyle H.	B. A.	1935	*Morris, N. Y.*
Simonis, Thomas Walter	B. A.	1935	*Sharon*
Singer, Kaly	Bus. Mgt.	1932	*Seymour, Conn.*
Slattery, Henry Francis	Bus. Mgt.	1934	*Worcester*
Smith, Carl Louis	B. A.	1935	*Roslindale*
Smith, David Michael	B. A.	1935	*Sharon*
Spry, Albert H.	Bus. Mgt.	1932	*Revere*
Stanwood, Herbert A., Jr.	B. A.	1935	*Roslindale*
Staples, Noel Elsworth	Bus. Mgt.	1932	*Taunton*
Steger, Chris Fonville, Jr.	B. A.	1935	*Brockton*
Stevens, Richard Henry	Bus. Mgt.	1932	*Lynn*
Sund, Arvid LeRoy	B. A.	1935	*Everett*
Tapply, Horace Gardner	Bus. Mgt.	1932	*West Newton*
Taylor, Raymond A.	Acc.	1932	*West Somerville*
Taylor, Vaughn Everett	Acc.	1934	*Atlantic*
Thayer, Walter Stowell	Finance	1934	*Lynn*
Theodorides, Demetrios	Acc.	1932	*Byronia, Saloniki, Greece*
Therrien, Arthur R.	Acc.	1934	*Holbrook*
Tobey, Malcolm S.	Bus. Mgt.	1932	*Needham*
Tracy, Carl	Acc.	1934	*Pittsfield*
Trundy, Walter B.	Acc.	1934	*Somerville*
Turner, Joseph Patrick	B. A.	1935	*West Newton*
Uminsky, Nathan	B. A.	1935	*Mattapan*
Underhill, Clinton Clarke	B. A.	1935	*Worcester*
Urann, Robert M.	Acc.	1932	*Dorchester*
Vaida, James, Jr.	Acc.	1932	*Phoenixville, Conn.*
Vaine, Gerald Francis	B. A.	1935	*Middletown, Conn.*
Veale, Edmond John	Acc.	1932	*Lynn*
Walker, Warner S.	Acc.	1932	*West Hartford, Conn.*
Walsh, Matthew V.	Acc.	1934	*Dorchester*
Walter, Willy M.	Bus. Mgt.	1934	*Madison, Me.*
Weaver, Carl Moore	Acc.	1934	*Portland, Me.*
Webb, William E.	B. A.	1935	*Brookline*
Webster, George Henry	B. A.	1935	*Cambridge*
Welch, William Joseph	B. A.	1935	*Somerville*
Wentworth, Robert Benning	B. A.	1935	*Brookline*
West, William Henry	B. A.	1935	*Cambridge*
White, Donald E.	Bus. Mgt.	1934	*Greenfield*
Wieker, John L.	Bus. Mgt.	1932	*Nyack, N. Y.*
Wignot, Joseph T., Jr.	B. A.	1935	*Natick*
Williams, Arnold Weaver	B. A.	1935	*Melrose*
Wilson, Robert Perry	B. A.	1935	*Clinton*
Williams, Kenneth R.	Acc.	1934	*Utica, N. Y.*
Winters, C. Howard	Bus. Mgt.	1934	*Framingham*
Wojtklewcz, Walter J.	B. A.	1935	*South Deerfield*
Woodman, George G.	B. A.	1935	*Malden*
Young, Linwood B.	B. A.	1935	*Quincy*

Residence of Students by States and Countries

1931—1932

Massachusetts	335
New York	27
Connecticut	23
Maine	11
New Hampshire	8
Rhode Island	4
Vermont	3
New Jersey	1
Pennsylvania	1
District of Columbia	1
Albania	1
Greece	1
Korea	1
Syria	1

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. to 4 P.M. daily
day 12.00 N'N

day evenings by
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Photo or
Snapshot
in this space

Northeastern University

School of Business Administration

APPLICATION FOR ADMISSION

(A non-returnable fee of five dollars should accompany this application. Make checks, money orders, or drafts payable to Northeastern University)

Boston, Mass.............19

To Director of Admissions:

I (Name in full)..

hereby respectfully apply for admission to the Accounting ☐*; Banking and Finance* ☐*; Business Management* ☐ *Curriculum of the School of Business Administration; for the school period beginning........... ....19......*

NOTE: The applicant should fill out the following form (both sides) with care.

Residence...*Street*
Town or City..
State..............................*Tel*...................
Date of Birth..........................*Age*..............
Place of Birth..
Race...........*Religion*...........*Nationality*..............
Graduate of.......................*High School, Year*.........
Location of High School....................................
Other High Schools you have attended.........................
....
If not a graduate, state the years of attendance and why you left......
....
Name of Principal..
Father's, Mother's, or Guardian's Name......................
....
Address..
Father's work, business or profession.........................

Names and addresses of two other persons, not clergymen, to whom we may direct inquiries concerning you.

....
....

NORTHEASTERN UNIVERSITY

DAY SCHOOLS

SCHOOL OF ENGINEERING

Conducted in Boston Only

Curricula in Civil, Mechanical, Electrical, Chemical and Industrial Engineering, leading to the degree of Bachelor of Science. Conducted in co-operation with engineering firms. Students earn while they learn.

SCHOOL OF BUSINESS ADMINISTRATION

Conducted in Boston Only

Curricula in Accounting, Banking and Finance and Business Management leading to the degree of Bachelor of Science. Conducted on the Co-operative Plan. Students earn while they learn.

EVENING SCHOOLS

SCHOOL OF LAW

Conducted in Boston: Divisions in Worcester and Springfield

Curriculum leading to the degree of Bachelor of Laws. Preparation for the bar examinations and for the practice of the law. Case method of instruction. Co-educational.

SCHOOL OF BUSINESS

Conducted in Boston: Divisions in Worcester, Springfield and Providence.

Curricula in Accounting, Business Administration, Law and Business and Applied Science, leading to the degrees of Bachelor of Business Administration and Bachelor of Commercial Science. Graduate program leading to the degree of Master of Business Administration. Co-educational.

LINCOLN SCHOOLS

(*Evening Sessions*)

Conducted by Northeastern University in Boston Only

LINCOLN SCHOOL OF LIBERAL ARTS

A four-year curriculum leading to the Degree of Associate in Arts (A.A.). Students may register for the degree program or for individual subjects of a cultural nature. Co-educational.

LINCOLN INSTITUTE

Courses leading to a diploma in the fields of Architectural, Civil, Electrical, Mechanical and Structural Engineering. One year course in Aeronautics. Students may register for individual subjects.

LINCOLN PREPARATORY SCHOOL

Courses in high school subjects leading to a diploma. Students may enter in September, January, or May. Prepares for admission to all colleges. The School has college entrance certificating privilege. Co-educational.

For further information regarding any of the above schools, address

NORTHEASTERN UNIVERSITY
316 Huntington Ave., Boston, Mass. Tel. Ken. 5800

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NORTHEASTERN UNIVERSITY

SCHOOL OF LAW

EVENING SESSIONS

1932 : 1933

THIRTY-FIFTH YEAR

Co-educational

312 HUNTINGTON AVE.   BOSTON, MASS.

COMMUNICATIONS SHOULD BE ADDRESSED TO

NORTHEASTERN UNIVERSITY
SCHOOL OF LAW
312 HUNTINGTON AVENUE, BOSTON, MASS.
TELEPHONE KENMORE 5800

SCHOOL OF LAW
SCHEDULE OF CLASSES
1932 — 1933

FIRST SEMESTER

CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Freshman A	Contracts	Personal Property		Torts	Intro. to the Study of Law
Freshman B	Criminal Law	Torts		Contracts	Intro. to the Study of Law
Sophomore	Property I		Bills & Notes 7–8 Sales 8:05–9:30		Equity
Junior	Corporations		Trusts		Property II 7–8 Wills 8:05–9:30
Senior	Evidence	Constitutional Law		Common Law Pleading	Conflict of Laws

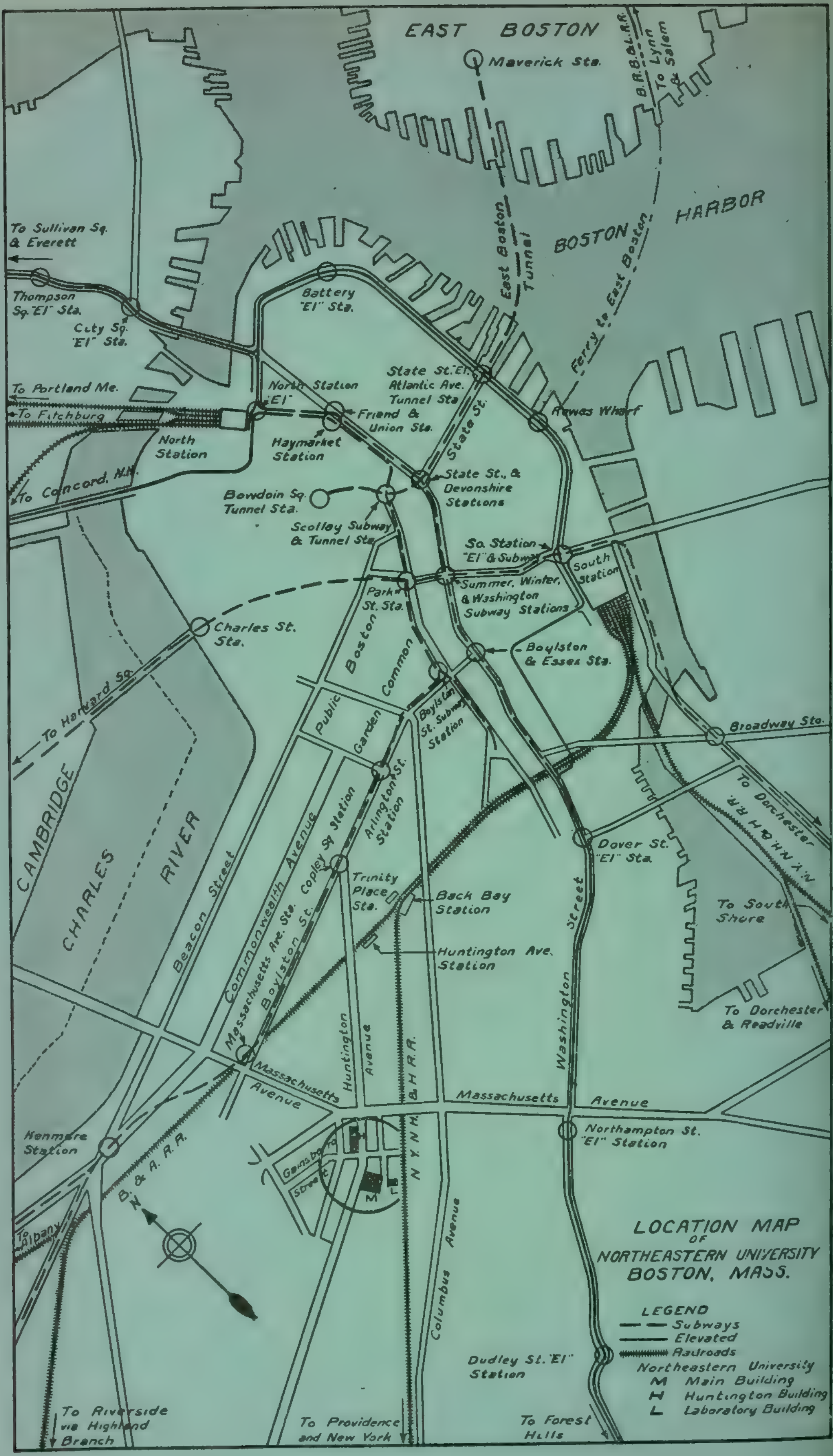
SECOND SEMESTER

CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Freshman A	Contracts	Criminal Law		Torts	
Freshman B	Personal Property	Torts		Contracts	
Sophomore	Property I		Bills & Notes 7–8 Agency & Partnership[1] 8:05–9:30		Equity
Junior	Corporations		Trusts		Property III 7–8 Wills 8:05–9:30
Senior	Evidence	Constitutional Law		Massachusetts Practice	Comprehensive Review[2]

Following the completion of the Bills & Notes course, Agency & Partnership will be given from 7:00 to 9:00 P.M.

Comprehensive Review: A total of 100 hours. Following the close of the other Senior Classes the schedule will be for 3 or 4 evenings each week until the end of June. All classes meet from 7–9 unless otherwise noted.

Schedule subject to change at discretion of the Administration.



LOCATION MAP OF NORTHEASTERN UNIVERSITY BOSTON, MASS.

NORTHEASTERN UNIVERSITY

The Thirty-Fifth Annual Catalog

of the

School of Law

An Evening School with Day School
Standards of Instruction

1932-1933

Case Method of Instruction
High Scholastic Standards
Sound Professional Ideals

1932

JULY

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..	..	..	..	..	..	..

MAY

S	M	T	W	T	F	S
..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	..	..
..	..	..	..	..	..	..

JUNE

S	M	T	W	T	F	S
..	..	..	..	..	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
..	..	..	..	..	..	..

CALENDAR

1932–33

1932

7 Sept.	Wednesday	Senior class lectures begin in Boston and Springfield.
7 Sept.	Wednesday	Senior and Junior class lectures begin in Worcester.
12 Sept.	Monday	Junior and Sophomore class lectures begin in Boston.
12 Sept.	Monday	Junior, Middle and Sophomore class lectures begin in Springfield.
12 Sept.	Monday	Sophomore class lectures begin in Worcester.
19 Sept.	Monday	Freshman class lectures begin in Boston, Springfield and Worcester.
27 Sept.-6 Oct.		Condition examinations in Boston.
12 Oct.	Wednesday	Columbus Day (classes omitted).
11 Nov.	Friday	Armistice Day (classes omitted).
21 Nov.	Monday	Payment of second installment of tuition due in Boston, Springfield and Worcester.
24 Nov.	Thursday	Thanksgiving Day (classes omitted).
23 Dec.	Wednesday	Last class session before the Christmas recess in Boston, Springfield and Worcester.

1933

4 Jan.	Wednesday	First class session following the Christmas recess in Boston and Worcester.
9 Jan.	Monday	First class session following the Christmas recess in Springfield.
16 Jan.	Monday	Payment of third installment of tuition due in Boston, Springfield and Worcester.
22 Feb.	Wednesday	Washington's Birthday (classes omitted).
13 Mar.	Monday	Payment of last installment of tuition due in Worcester.
20 Mar.	Monday	Payment of last installment of tuition due in Boston and Springfield.
19 April	Wednesday	Patriots' Day (classes omitted).
30 May	Tuesday	Memorial Day (classes omitted).
4 June	Sunday	Baccalaureate Address in Springfield.
7 June	Wednesday	Commencement in Springfield.
11 June	Sunday	Baccalaureate Address in Worcester.
13 June	Tuesday	Commencement in Worcester
18 June	Sunday	Baccalaureate Address in Boston.
19 June	Monday	Commencement in Boston

CONDITION EXAMINATIONS, 1932

Boston

1932		
27 Sept.	Tuesday	Contracts, Bills and Notes, Business Associations, Pleading.
28 Sept.	Wednesday	Property II, Agency, Massachusetts Practice.
29 Sept.	Thursday	Torts, Equity, Property III, Bankruptcy.
4 Oct.	Tuesday	Criminal Law, Property I, Trusts, Evidence.
6 Oct.	Thursday	Personal Property, Sales, Wills, Constitutional Law.

Examinations must be taken at the time they are scheduled, as no special examinations will be given.

Divisions

The schedules will in most instances be the same as the Boston schedule. Wherever any variance in dates occurs, schedules will be announced prior to the examination period.

TEST SCHEDULES

The schedules for the various tests will be announced prior to each test period.

OFFICE HOURS

August 15 — June 30

Daily (except Saturdays and Sundays) 8.45 A.M.–9.30 P.M.
Saturdays, 8.45 A.M.–1.00 P.M.

July 1 — August 15

Daily (except Saturdays and Sundays) 9.00 A.M.–4.00 P.M.
Saturdays, 9.00 A.M.–12.00 NOON.
During September, the Office is open all day Saturday.

NORTHEASTERN UNIVERSITY

Historical Statement

THE incorporation of Northeastern University marked an important epoch in the history of one of the most useful educational institutions in America. The University is the realization of a well-defined ideal carefully worked out and persistently followed for many years.

The churches of America, early in their life and development realized the necessity for higher education conducted under Christian auspices. As a result, there are scattered all over the United States colleges and universities which were established by the various religious denominations: — notable among these being the Methodist, Baptist, Roman Catholic, and Presbyterian institutions, including in New England among others such colleges and universities as Boston University, Boston College, Brown University and Tufts College.

It was natural, therefore, that when the Young Men's Christian Association was established in 1851 by young men representing the various religious denominations, there should have been undertaken evening educational courses for young men as an aid in their all-round development. It was not, however, until 1896 that the Association laid the foundations upon which Northeastern University has been built. At that time it became evident that adults desired a more thorough and complete educational opportunity than had thus far been available to them. Gradually the courses were increased in number, grouped into separate schools and placed under the charge of full-time executives. Finally in 1916, the Young Men's Christian Association authorized as an essential step in the evolution of the institution the incorporation of Northeastern University. This incorporation gave to the University its charter, providing for its Board of Trustees and carrying with it by later enactment broad degree-granting powers.

The evening School of Law, established in 1898, was incorporated in 1904 with degree granting power. Founded in 1907, the evening School of Business, formerly known as the School of Commerce and Finance, confers the degrees of Bachelor and Master of Business Administration. The day School of Engineering was opened in 1909 and confers the Bachelor of Science degree. The day School of Business Administration was opened in 1922, and also grants the Bachelor of Science degree. The University opened in 1927 a new evening school known as the Lincoln Institute which includes the work in engineering fields formerly offered by the Northeastern Evening Polytechnic School, the latter having its beginnings in 1904. In 1931, as part of the Lincoln Schools group of Northeastern University, there was established the Lincoln School of Liberal Arts offering individual subjects of a cultural nature and a four-year junior college program leading to the degree of Associate in Arts. The Lincoln Preparatory School, formerly known as Northeastern Preparatory School, offers preparatory school work in the evening, leading especially to college admission. This School had its beginnings in 1898. The Huntington Day School for Boys, one of the leading college preparatory schools in the country, was established in 1909 and is conducted under the auspices of the University.

Divisions of the University, offering evening instruction, have been in operation for a number of years in co-operation with the Young Men's Christian Association of Worcester, Springfield, and Providence. Each offers the curricula of the Evening School of Business and with the exception of the Providence Division, the curriculum of the evening School of Law.

Incorporation

In 1916 Northeastern College was incorporated under the following charter:

THE COMMONWEALTH OF MASSACHUSETTS

BE IT KNOWN, that whereas Arthur S. Johnson, Lewis A. Crossett, George W. Brainard, Charles W. Perkins, H. Bradlee Fenno, Sabin P. Sanger, William E. Murdock, Frank P. Speare and George W. Mehaffey have associated themselves with the intention of forming a corporation under the name of the

Northeastern College of the Boston Young Men's
Christian Association,

for the purpose of furnishing instruction and teaching in all branches of education in connection with the Boston Young Men's Christian Association and to do any and all things connected with or incidental to the purposes of its organization, and have complied with the provisions of the statutes of this Commonwealth in such case made and provided, as appears from the certificate of the Proper Officers of said corporation, duly approved by the Commissioner of Corporations and recorded in this office:

NOW, THEREFORE, I, ALBERT P. LANGTRY, Secretary of the Commonwealth of Massuchasetts, DO HEREBY CERTIFY that said Arthur S. Johnson, Lewis A. Crossett, George W. Brainard, Charles W. Perkins, H. Bradlee Fenno, Sabin P. Sanger, William E. Murdock, Frank P. Speare and George W. Mehaffey, their associates and successors, are legally organized and established as, and are hereby made, an existing corporation, under the name of the

Northeastern College of the Boston Young Men's
Christian Association

with the powers, rights and privileges, and subject to the limitations, duties, and restrictions, which by law appertain thereto.

WITNESS my official signature hereunto subscribed, and the Great Seal of The Commonwealth of Massachusetts hereunto affixed, this thirtieth day of March in the year of our Lord one thousand nine hundred and sixteen.

(Signed) Albert P. Langtry,
SEAL Secretary of the Commonwealth.

Later the name of the institution was changed from Northeastern College to Northeastern University.

Concurrently with its incorporation and subsequent to it, the Massachusetts Legislature has granted to Northeastern University broad degree-granting powers.

Purpose of Northeastern University

In keeping with its charter, Northeastern University has for its fundamental purpose the meeting of the needs of young men and women, through diversified educational opportunities. Its co-operative work in the day Schools of Engineering and Business Administration stands out distinctively as a marked contribution in the field of education. Northeastern University School of Engineering was the second co-operative school in the country, antedated only by the University of Cincinnati School of Co-operative Engineering. Through this unique form of education students are enabled to secure, in addition to their regular classroom work, practical co-ordinated experience in actual engineering and business positions. A further advantage of this plan of education is the opportunity for self-support which a student has while pursuing his studies. During the co-operative periods the students not only gain experience, but also are paid for the services which they render. About three hundred and fifty business and industrial concerns co-operate with Northeastern University in this highly serviceable educational program.

In its evening schools Northeastern University has also made a distinctive contribution, the School of Business and the School of Law being among the best evening schools of their type in the entire country. In the Lincoln Institute men receive in the evening practical training in the engineering sciences. In the Lincoln School of Liberal Arts an opportunity is provided for men and women to obtain a general cultural education on the college level at convenient evening hours. Through the Lincoln Preparatory School adequate preparation for admission to the leading colleges of the country, either by certificate or by examination, may be secured in the evening.

The services of the University also include the Huntington Day School for Boys, one of the leading day preparatory schools in the country, offering effective preparation for admission to all of the leading colleges and universities.

Another phase of the University's unique development has been the addition of the Divisions in Worcester, Springfield and Providence, under the supervision of the officers in Boston and under an effective organization. Divisions of the School of Business, offering complete curricula and leading to the appropriate degrees, are conducted in each of these cities; Divisions of the School of Law, likewise leading to the customary degree upon completing the required curriculum, are conducted in Worcester and Springfield, thus opening up the services of the University in these schools to thousands of students who would not otherwise have the opportunity of furthering their education.

The incorporation as noted above is under the charitable laws of Massachusetts, which means that all of the resources of the University, including the income from endowment funds, special gifts and tuition fees, must be expended solely for the benefit of its student body. In keeping with this purpose the University is constantly solicitous to increase its sources of revenue from other than students' fees, improve its housing and equipment, increase its standards to accord with the progressive advances in education, and thus to improve its services at all points to its thousands of students.

ORGANIZATION

The corporation of Northeastern University is known as the Board of Trustees. This Board is made up of twenty-one members. Among the Trustees are leading business and professional men representing all walks of life. They are men of sympathetic understanding giving their time and services liberally in order to improve and enhance the work of the University.

There are four main committees of the Board of Trustees: (a) An Executive Committee, which serves as an Ad Interim Committee between the regular meetings of the Board of Trustees and performs the usual functions of an executive committee; (b) A Committee on Housing, which is charged with the securing of funds for the housing and equipment development of the University; (c) A Committee on Funds and Investments, which has the responsibility of administering the funds of the University and (d) A Nominating Committee to which is assigned the duty of nominating successors to the members on the Board of Trustees as their terms expire and of filling vacancies on the Board.

Further than this, the Board of Trustees has created and authorized, through its by-laws, an Executive Council of the University, consisting of the President, the Secretary and the two Vice-Presidents. To the Executive Council the Board has allocated very broad powers.

This organization results in efficient operation and administration, making it possible for the University to develop fully and freely along the lines of those trends and policies which will constantly improve and enhance the work of the various schools.

NORTHEASTERN UNIVERSITY SYSTEM

STATISTICAL SUMMARY

1930-1931

		Administrative Officers and Faculties	Students
I.	General Administration	6	
II.	Northeastern University		
	School of Engineering	75	1,660
	School of Business Administration		439
	School of Law	78*	1,300*
	School of Business	99*	1,250*
III.	The Lincoln Schools		
	Lincoln Institute	27	368
	Lincoln Preparatory School	28	719
IV.	Day Preparatory School	27	391
	Total	340	6,125
	Less Duplicates	53	198
	Net Total	287	5,927

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* These figures include the administrative officers, faculties, and students of the Divisions of the University in Worcester, Springfield, and Providence.

NORTHEASTERN UNIVERSITY

BOARD OF TRUSTEES

Robert Gray Dodge, *Chairman*
Frank Lincoln Richardson, *Vice-Chairman*
Galen David Light, *Secretary and Treasurer*
Tilden Grafton Abbott
Wilman Edward Adams
William Converse Chick
Paul Foster Clark
William James Davidson
Franklin Wile Ganse
Arthur Stoddard Johnson
Sabin Pond Sanger
Frank Palmer Speare
Francis Robert Carnegie Steele

THE EXECUTIVE COUNCIL

Frank Palmer Speare, M.H., LL.D.
President of the University

Galen David Light, A.B.
Secretary and Treasurer of the University

Carl Stephens Ell, A.B., S.B., M.S.
Vice-President of the University

Everett Avery Churchill, A.B., Ed.D.
Vice-President of the University

WORCESTER DIVISION

Educational Committee

Frederick Eugene Barth
Zelotes Wood Coombs
James Cherry Fausnaught
Harold Luther Fenner
Ernest Leroy Hunt
Vernon Augustus Jones
Robert Waring Stoddard
Robert Lindo Moore
Warren Appleton Whitney
William Albert Lotz
Edward Fuller Miner, *Chairman*

SPRINGFIELD DIVISION

Board of Governors

Horace Eugene Allen
John Doane Churchill
Harold Gardner Dunning
Robert Richardson Emerson
Benjamin Alvey Franklin
Joseph Edwin Holmes
Blake Alexander Hoover
Stanley Oscar Smith
Frank Decatur Tait
Horace Jacobs Rice, *Chairman*

PROVIDENCE DIVISION

Committee on Education

Richard Day Allen
Thomas Virgil Barb
Sidney Clifford
Carl William Christiansen
William Herbert Kenerson
Ernest William Lane
William Washburn Moss
Dwight Leete Rogers
Norman Stephen Taber
Ralph Goddard Winterbottom
Donald MacLean Walker, *Chairman*

THE SCHOOL OF LAW

OFFICERS OF ADMINISTRATION

Frank Palmer Speare, M.H., LL.D., *President of the University*
Galen David Light, A.B., *Secretary of the University*
Everett Avery Churchill, Ed.D., *Vice-President of the University and Dean*
Sydney Kenneth Skolfield, B.R.E., *Executive Secretary*
John Doane Churchill, A.B., *Director of the Springfield Division*
William Albert Lotz, A.B., *Director of the Worcester Division*
Ralph Goddard Winterbottom, Ph.B., *Director of the Providence Division*

BOSTON

OFFICERS OF ADMINISTRATION

Everett Avery Churchill, Ed.D., *Dean*
Sydney Kenneth Skolfield, B.R.E., *Executive Secretary*
Eben Oswell Smith, B.E.E., *Registrar of the Evening Division*
J. Kenneth Stevenson, B.C.S., *Bursar of the University*
Myra Edna White, *Librarian of the University*

STAFF OF INSTRUCTION

Oscar Storer. Appointed 1898.
A.B., LL.B., Boston University
Torts
Attorney at Law

William Edwin Dorman. Appointed 1904.
A.B., LL.B., Harvard University
Constitutional Law
Attorney at Law, Counsel to the Massachusetts Senate

Elias Field. Appointed 1912.
A.B., LL.B., Harvard University
Property I
Attorney at Law, Brown, Field & McCarthy

Asa Samuel Allen. Appointed 1915.
LL.B., Northeastern University; LL.M., Boston University
Massachusetts Practice, Common Law Pleading, Comprehensive Review, Criminal Law, Introduction to the Study of the Law
Attorney at Law, Willard, Allen & Mulkern

ARTHUR WILLIS BLACKMAN. Appointed 1918.
B.A., LL.B., Yale University
Equity
Counsel for New York, New Haven & Hartford Railroad

HAROLD PENDEXTER JOHNSON. Appointed 1918.
A.B., LL.B., Harvard University
Property II, *Property III*
Attorney at Law, Johnson & Johnson

MAYO ADAMS SHATTUCK. Appointed 1923.
A.B., LL.B., Harvard University
Trusts, *Conflict of Laws*, *Bankruptcy*
Attorney at Law, Barker, Davison & Shattuck

ARTHUR PARKER STONE. Appointed 1925.
A.B., LL.B., Harvard University
Legal Ethics
Justice of Third District Court of Eastern Middlesex

MELVILLE FORREST ROGERS. Appointed 1926.
LL.B., Northeastern University; LL.M., Boston University
Agency and Partnership; Counsellor to Students
Attorney at Law

JOHN VARNUM SPALDING. Appointed 1926.
A.B., LL.B., Harvard University
Evidence
Attorney at Law, Hale, Sanderson, Byrnes & Morton

DWIGHT MERRILL ALDEN. Appointed 1927.
A.B., Bowdoin College; LL.B., Northeastern University
Counsellor to Students
Attorney at Law, Parker & White

ROBERT HOWELL DAVISON. Appointed 1928.
A.B., LL.B., Harvard University
Corporations
Attorney at Law, Barker, Davison & Shattuck

ERNEST GROESBECK ANGEVINE. Appointed 1930.
A.B., Williams College; LL.B., Harvard University
Wills
Attorney at Law, Hutchins & Wheeler

RICHARD HINCKLEY FIELD. Appointed 1930.
A.B., LL.B., Harvard University
Personal Property
Attorney at Law, Brown, Field & McCarthy

RICHARD HENRY LEE. Appointed 1930.
A.B., Bowdoin College; LL.B., Harvard University
Sales
Attorney at Law, McLellan, Brickley & Sears

Don Day Swain. Appointed 1930.
A.B., Princeton University; LL.B., Harvard University
Bills and Notes
Attorney at Law, Choate, Hall & Stewart

Edwin Wilson Hadley. Appointed 1931.
A.B., J.D., Stanford University; LL.M., Harvard University
Contracts
Attorney at Law

COMMITTEE ON TRENDS AND STANDARDS

Oscar Storer, *Chairman*
Asa Samuel Allen
Mayo Adams Shattuck
Everett Avery Churchill, *ex officio*

COMMITTEE ON CURRICULUM

Elias Field, *Chairman*
Robert Howell Davison
Harold Pendexter Johnson
Everett Avery Churchill, *ex officio*

COMMITTEE ON EDUCATIONAL POLICIES

Everett Avery Churchill, *Chairman*
Asa Samuel Allen
Jay Bernard Angevine
Elias Field
Edwin Wilson Hadley
Oscar Storer
Don Day Swain

SECRETARIAL STAFF

Ruth Morse Ward, *Secretary to the Dean*
Signe Marie Gunhild Pihl, *Recorder*
Constance Tenney Trott, A.B., *Secretary*
Elizabeth Brechen Hunt, *Secretary to the Registrar*

WORCESTER DIVISION

William Albert Lotz, A.B., *Director*

STAFF OF INSTRUCTION

Charles Waters Proctor. Appointed 1918
LL.B., Boston University
Torts, Trusts
Attorney at Law

Edward Forrester Mann. Appointed 1919.
A.B., A.M., LL.B., Harvard University
Equity
Attorney at Law, Treasurer, Bankers Mortgage Corporation of Worcester

Loue Eugene Stockwell. Appointed 1919.
Ph.B., Brown University; LL.B., Boston University
Contracts, Common Law Pleading, Massachusetts Practice
Attorney at Law, Stobbs, Hartwell & Stockwell

Archibald William Mitchell. Appointed 1923.
A.B., Clark University; LL.B., Harvard University
Property I
Attorney at Law, William C. Mellish

Leon Edwin Felton. Appointed 1925.
A.B., Clark University; LL.B., Harvard University
Evidence, Property III, Wills
Attorney at Law, Register of Probate

Carl Erhard Wahlstrom. Appointed 1926.
A.B., Clark University; LL.B., Boston University
Personal Property, Sales
Assistant Register of Probate

Kleber Alexander Campbell, Jr. Appointed 1927.
B.A., LL.B., Yale University
Bills and Notes, Agency; Counsellor to Students
Attorney at Law, Stobbs, Hartwell & Stockwell

George Harold Mason. Appointed 1928.
B.A., Dartmouth College; LL.B., Harvard University
Bankruptcy, Property II
Attorney at Law, Vaughan, Esty, Clark & Crotty

Dwight Bradburn MacCormack. Appointed 1930.
A.B., Amherst College; LL.B., Harvard University
Criminal Law
Attorney at Law, Poland & Davis

Hibbard Richter. Appointed 1930.
A.B., Dartmouth College; LL.B., Harvard University
Constitutional Law
Attorney at Law

Willard Lester Wyatt. Appointed 1930.
LL.B., Northeastern University
Assistant Notebook Counsellor
Attorney at Law, Johnson & Wyatt

Edwin Wilson Hadley. Appointed 1931.
A.B., J.D., Stanford University; LL.M., Harvard University
Business Associations
Attorney at Law

SECRETARIAL STAFF

Eileen Mae Miller, A.B., M.A., *Registrar*
Irma McAllister Brown, *Secretary to the Director*
Lucy Elizabeth Morrill, *Recorder*

SPRINGFIELD DIVISION

John Doane Churchill, A.B., *Director*
Russell Whitney, B.S., LL.B., *Associate Director*
Ralph Lorenzo Bowen, B.C.S., *Assistant Director*
Horace Jacobs Rice, B.S., LL.B., *Associate Dean*

STAFF OF INSTRUCTION

Horace Jacob Rice. Appointed 1919.
B.S., Wesleyan University; LL.B., Harvard University
Wills, Contracts
Attorney at Law

Charles Russell Clason. Appointed 1920.
A.B., Bates College; LL.B., Georgetown University; A.B. in Jurisprudence, Oxford University
Equity, Comprehensive Review
Attorney at Law, Simpson, Clason & Callahan

Horace Eugene Allen. Appointed 1921.
A.B., Dartmouth College; LL.B., Harvard University
Torts
Attorney at Law, Allen, Yerrall & Bellows

Frank Auchter. Appointed 1921.
LL.B., Northeastern University
Counsellor to Sophomore and Junior Students
Attorney at Law

Robert Ware Bodfish. Appointed 1922.
A.B., Clark University; LL.B., Harvard University
Bills and Notes, Comprehensive Review, Library Reference
Attorney at Law

Douglas Crook. Appointed 1922.
C.E., D.Sc., London University; LL.B., Northern Indiana University; LL.M., Boston University
Property
Attorney at Law, Ellis Title and Conveyancing Company

Gurdon Wright Gordon. Appointed 1922.
A.B., Williams College; LL.B., Boston University
Legal Ethics
Attorney at Law

Ralph Stevens Spooner. Appointed 1922.
A.B., LL.B., Harvard University
Massachusetts Practice, Evidence
Special Justice, District Court

William Wood Yerrall. Appointed 1922.
A.B., Amherst College; LL.B., Harvard University
Business Associations, Sales
Attorney at Law, Allen, Yerrall & Bellows

ERNEST WESTERVELT CARMAN. Appointed 1923.
A.B., LL.B., Harvard University
Bankruptcy
Attorney at Law

GERALD JAMES CALLAHAN. Appointed 1924.
B.A., Yale University; LL.B., Harvard University
Common Law Pleading, Comprehensive Review, Constitutional Law
Attorney at Law, Simpson, Clason & Callahan

HAROLD GARDNER DUNNING. Appointed 1926.
A.B., Harvard University; LL.B., Northeastern University
Agency
Attorney at Law, Dunning & Dunning

RAYMOND DEWITT MALLARY. Appointed 1927.
A.B., Dartmouth College; LL.B., Columbia University
Case Method; Counsellor to Freshmen, Middle and Senior Students
Attorney at Law, Wooden, Small & Mallary

LOUIS WHITTIER DOHERTY. Appointed 1928.
A.B., Bowdoin College; LL.B., Harvard University
Personal Property
Attorney at Law; United States Commissioner

CLIFFORD STANLEY LYON. Appointed 1928.
A.B., Dartmouth College; LL.B., Columbia University
Criminal Law
Attorney at Law, Green, Bennett & Lyon

RUSSELL LOUNSBERRY DAVENPORT. Appointed 1929.
B.S., Amherst College; LL.B., Columbia University
Trusts
Attorney at Law, Avery, Gaylord & Davenport
Special Judge of Probate and Insolvency, Hampden County

SECRETARIAL STAFF

ETHEL LUELLA KENNEDY, *Cashier*
ELLA MAY HITCHCOCK, B.C.S., *Registrar*

COMMITTEE ON ADMINISTRATION

EVERETT AVERY CHURCHILL, *Chairman*
GALEN DAVID LIGHT, *Vice-Chairman*
CARL DAVID SMITH
JOHN DOANE CHURCHILL
SYDNEY KENNETH SKOLFIELD
WILLIAM ALBERT LOTZ
RALPH GODDARD WINTERBOTTOM
JAMES WALLACE LEES
EBEN OSWELL SMITH
RUTH MORSE WARD, *Secretary*

COMMITTEE OF THE COLLEGIATE SCHOOLS

EVERETT AVERY CHURCHILL, *Chairman*
CARL DAVID SMITH
SYDNEY KENNETH SKOLFIELD
JAMES WALLACE LEES
EBEN OSWELL SMITH

REQUIREMENTS FOR ADMISSION

1. The applicant must be of good moral character and possess general fitness for the study of law.

2. Regular Students. An applicant for admission as a regular student and a candidate for the LL.B. degree must, at the time of admission, have met at least one of the following educational requirements:

- (a) Graduation from an institution of recognized collegiate grade, or
- (b) Graduation from an approved secondary school, or
- (c) Completion of fifteen units* of secondary school work in an approved four-year day high school or in a school of equal grade, or
- (d) Completion of twelve units** of secondary school work in an approved day senior high school.

3. Special Students. In Boston and in the Division at Worcester a limited number of persons who are unable to meet the requirements for admission as regular students, may be admitted as special students, not candidates for the LL.B. degree, and may be permitted to pursue the regular course of study. Applicants for admission as special students must give evidence of maturity, general education, earnestness of purpose, experience, and ability to carry on and profit by the work of the School.

Special students can in no way subsequently be reclassified and become candidates for the LL.B. degree.

Special students will be furnished Certificates of Completion and transcripts of record showing courses which they have pursued and the grades they have attained while in the School. A degree from a law school is not a requirement for eligibility for the bar examinations under the present rules of the Board of Bar Examiners.

No special students are accepted by the Springfield Division. Those making application for admission to this Division must meet the requirements for admission as regular students.

4. The School reserves the right to reject any applicant for admission even though the applicant may have the qualifications specified above, if in the judgment of the Administrative Committee, such action is deemed advisable.

5. Admission of Women. Women are admitted to the School of Law in Boston and the Divisions in Worcester and Springfield under the same conditions as men.

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* A unit represents a year's study in any subject in an approved secondary school, constituting approximately a quarter of a full year's work. A four-year day secondary school curriculum is regarded as representing not more than sixteen units of work.

**Three units are assumed to have been completed in the junior high school.

6. Admission with Advanced Standing. Applicants meeting the requirements for admission as candidates for the LL.B. degree may be granted credit for one or more years' study pursued in another law school under the following conditions:

(*a*) *Students transferring from Accredited Law Schools.* Applicants transferring from an accredited law school (a member of the Association of American Law Schools) will be given credit for all courses passed at the certifying school.

Those admitted with advanced standing will be required to complete courses at the two schools amounting to the full curriculum at Northeastern University School of Law. Irrespective of the number of courses passed at other institutions, such students will be required to complete courses amounting to a full year of work in Northeastern Law School in order to qualify for the LL.B. degree.

(*b*) *Students transferring from Non-Accredited Law Schools.* Applicants whose work has been done in a non-accredited law school may be given advanced standing credit by examination only, in not to exceed two years' work. A student will be permitted to take advanced standing examinations only in those subjects in which he received a grade at the certifying school at least one grade higher than the passing grade in that school. Such courses, must, in every respect, parallel the courses in this School.

Students dropped from the rolls of non-accredited law schools will not be admitted under any circumstances.

APPLICATION FOR ADMISSION

Applications for admission should be filed early in order that the case of each applicant may be investigated and his status determined before the opening of school. A five-dollar matriculation fee must accompany the application blank.

RE-ADMISSION

Former students who have not been registered in the School during the two school years immediately preceding that in which they seek re-admission to the School will be re-admitted only at the discretion of the Committee on Administration and under the following conditions:

1. They must meet the requirements for admission effective for the entering class in the year in which they seek re-admission;
2. They must meet the scholastic requirements which apply to the class to which they may be re-admitted.
3. They shall be subject to all rules and regulations effective in the School at the time of, or subsequent to, re-admission.

TUITION AND OTHER FEES

Matriculation Fee. The matriculation fee of $5 must accompany the application for admission and is payable only once on initial entrance to the School. This fee is refunded only in case an applicant is rejected by the School.

Tuition. The annual tuition fee is $150 for all students carrying a full year program. Tuition is payable in advance in quarterly installments on the following dates: $40 at the opening of School in September, $40 on November 21, $35 on January 16 and $35 on March 20.

The tuition fee for students admitted to the Senior Class with advanced standing by transfer from accredited law schools is $12 for each semester hour.

Students enrolled for less than a full year program are charged on the semester hour basis of $12 for each semester hour, not to exceed $150 in any school year.

Students carrying courses in excess of a full year program are charged for such additional courses at the rate of $12 for each semester hour.

Students who are repeating courses are charged the regular tuition rates.

No deduction in tuition is made on account of late registration.

Students who cannot meet their tuition payments before the due date should arrange with the Bursar for the late payment of their tuition.

Late Registration Fee. A penalty fee of $5 is charged all students who register after the regular registration period. (See page 30.)

Students entering the School for the first time are not subject to this fee at the time of initial registration.

Incidental Fee. A fee of fifty cents for each semester hour, not to exceed $5 in any year, is charged all students and is payable at time of registration. This fee covers library costs, outlines and other materials furnished the students.

Late Payment Fee. A fine of $2 is imposed in each case where the tuition is not paid in full when due.

Examination Fees. A fee of $2 is charged for each make-up examination taken by a student who has previously failed an examination in a course. This charge applies to the final examination given at the close of a course when taken as a make-up, as well as to the condition examinations. This fee is payable before the examination may be taken.

A fee of $2 is charged for each examination taken for advanced standing credit by students transferring from other law schools.

A $2 fee is charged a student who takes an examination given at the time of the condition examinations to remove an "Incomplete". If he takes a subsequent final examination to remove his "Incomplete," no fee is charged.

Graduation Fee. The fee is $10, payable by all members of the Senior Class on or before May 1 of the year in which they expect to graduate.

Certificate Fee. A fee of $5 is payable by Special Students when they qualify for the Certificate of Completion.

Place of Payment. All bills for tuition and fees are payable at the office of the Bursar of the University. Checks, drafts or money orders should be drawn payable to Northeastern University.

In General. Students are not permitted to attend lectures or to take any examinations or tests until they have paid their tuition or have made satisfactory arrangements with the Bursar of the University.

No student will be advanced in class standing or permitted to re-enroll in the University until all the bills of the previous year have been paid, and no degrees will be conferred upon students who have not paid all their dues to the University. No student will be given honorable dismissal from the School unless he shall have paid all his Law School bills.

Withdrawals and Refunds. If a student withdraws for good cause from a course and is permitted subsequently to repeat it, he shall be credited with the tuition paid by him. Such credit cannot be applied, however, until the balance due on the course has been paid. This rule does not apply where refund has been made.

In the event a student is obliged to withdraw from the School in which he is enrolled for causes deemed adequate by the Committee on Withdrawals, the balance of the tuition paid will be refunded after the following deductions have been made:

(a) Four per cent of the total yearly tuition charge shall be deducted for each week of attendance or fraction thereof, in the event of enrollment for a full school year.

(b) In case the applicant has enrolled for a semester, the deduction shall be made on the basis of ten per cent of the total charge for each week of attendance or fraction thereof.

(c) Attendance is computed from the opening date of the semester until the date of last attendance.

Application, laboratory, deferred agreement and other fees are not refundable. Diploma and certificate charges are exceptions and will be refunded in the case of non-qualification.

No refunds are granted unless the application for withdrawal, together with the request for refund, and supporting data, are filed within forty-five days after the student has ceased attendance.

METHOD OF INSTRUCTION

The Case Method of instruction is today almost universally accepted by the highest standard law schools as the most practical and thorough method of teaching the law.

In keeping with the practices in the best law schools, Northeastern University School of Law uses decided cases as the basis of its instruction.

The law is not a set of rules to be learned, but a science which demands the most careful attention to methods, both of teaching and of study.

The Case Method of instruction accomplishes two things:

First, it gives the student a knowledge of the law and develops his powers of legal analysis in a more effective manner than is possible by any other system.

Second, in his work as a student, he is doing what he will later be doing as a lawyer; that is, dealing with the facts of the cases, analyzing and dissecting these facts and arriving at proper conclusions.

Such analysis and discrimination constitutes a large portion of the work of a lawyer in the practical, everyday affairs with which he is confronted. No knowledge of principles acquired wholly apart from the facts from which they arise can replace the practical values which come from the actual dissection and analysis of cases by the student in his study or with the instructor in the classroom. The student who has acquired his knowledge of the law under the case system enters the practice with a decided advantage over students who have been trained by other methods.

William Albert Keener, former Dean of Columbia University School of Law, and Justice of the Supreme Court of New York, has said:

"The system produces a lawyer more quickly than the text-book system for the reason that the powers of analysis, discrimination and judgment which are acquired by the study of cases by the student before graduation must be acquired by the student of the textbook system after he has ceased to be a student and has become a practicing lawyer. In other words, the student is practically doing as a student what he will be doing as a lawyer."

The late Chief Justice William Howard Taft, speaking of the Case Method of instruction in an address at the dedication of the new College of Law of the University of Cincinnati, said: "I think there are few who will not admit that it is the only way to learn our law thoroughly. It thrusts the student into the atmosphere of the controversy which each case presents and enables him in a concrete way to trace from one case to another general principles, the distinctions in their application, their variations and the exception, and thus in a dramatic and effective course to possess himself of the judge-declared law. It promotes dissection and analysis. It develops in a most satisfactory study the critical faculty and fixes by the illustrative method a knowledge of principles that is retained. It trains students from the first in the mental processes they must exercise in the practice of their profession in the consideration of the actually decided cases where they must find the law."

The Case Method of instruction makes necessary the careful study of assigned cases by the students in advance of the class discussion. This is provided for at Northeastern University by scheduling classes on three evenings of the week, thus leaving time for class preparation. Experience has demonstrated the educational soundness of such a program.

The Case Method of instruction as followed at Northeastern University is especially adapted to evening instruction. It is carried out in the following manner:

1. A brief statement is made to link the work for the evening with that which has gone before.
2. The cases from which the general legal principle is later to be deduced are considered.
3. The doctrine of the case is evolved.
4. The principle is tested and applied through the consideration of other cases by way of contrast and otherwise.
5. The principles thus developed are summarized.

This method of instruction, based on the preparation of assigned cases in advance of the class period, develops an interest and enthusiasm for the law which is not found under any other method, and what is more important, develops that soundness of legal reasoning and knowledge of the law so essential to success at the bar.

COURSES OF INSTRUCTION*

FIRST YEAR

Torts. Allen & Storer's Cases on Torts (Boston). Wigmore's Select Cases on Torts, Volume I and II (Worcester). Definition of tort; theory of liability in tort; distinctions between tort and breach of contract; defenses to torts or apparent torts; assignability of right of action in tort; damages; discharge of torts; disability, including responsibility of infants, married women, insane persons, municipal corporations and charities for torts; assault and battery; false imprisonment; trespass to property; slander and libel; slander of title; enticement and seduction; loss of consortium; deceit; infringement of trade-marks; malicious prosecution; negligence. Two hours each week throughout the year. (4 semester hours)

Contracts. Williston's Cases on Contracts, Third Edition (Boston). Keener's Cases on Contracts, Second Edition (Worcester). Offer and acceptance; consideration; performance of, or promise to perform non-contract obligation as consideration; moral obligation as consideration; antecedent act or agreement as consideration; parties to a contract, including aliens, executors and administrators, guardians, infants, insane persons, intoxicated persons and married women; (omitting agents, corporations and partners as these subjects are given in other courses); contracts under seal, including the form, requisites thereof, delivery and the matter of consideration; rights of beneficiaries under a contract; rights of assignees of a contract; conditional and unconditional contracts; rescission of contracts; damages for breach of contract; illegality; duress; mistake; statute of frauds, quasi-contracts. Two hours each week throughout the year. (4 semester hours)

Criminal Law. Sayre's Cases on Criminal Law. Sources of criminal law; the elements of crime; effect of consent, condonation, negligence, or other misconduct of person injured, coercion and necessity; criminal intent; effect of mistake of fact, infancy, insanity and intoxication; the criminal act; attempts; parties in crimes; assault and battery; mayhem; false imprisonment; abortion; rape; murder and manslaughter; larceny; embezzlement; obtaining property by cheats and false pretenses; receiving stolen property; burglary; arson; forgery; libel; perjury; conspiracy; criminal procedure in Massachusetts. Two hours each week during the first twenty weeks. (2 semester hours)

Introduction to the Study of the Law. Lectures and selected materials from Introduction to the Study of Law, Morgan; The Study of Cases, Wambaugh; The Sources of the Law, Gray; The Common Law, Holmes. The purpose of the course is to give the student an understanding of the Case Method of law instruction, its origin and a comparison of it with other methods of instruction; the sources of our law; constitutions, common law and statutes; distinctions between law and equity; divisions of the law, civil, criminal and otherwise; adjective law and substantive law; the common law, its origin and underlying principles; the doctrine of *stare decisis;* the relative value of textbooks, case books, digest and the reports; how to read and abstract a case; differentiation between decision and dicta; imperative and persuasive authorities; outline of forms of action, pleadings and subsequent proceedings in the trial of a case; the commentaries. One hour each week during the first twelve weeks. (1 semester hour)

Personal Property. Bigelow's Cases on Personal Property, Second Edition. Distinction between real and personal property; possession, bailment; finder; lien; pledge; acquisition of ownership in chattels, including bona fide purchase, adverse possession, accession, confusion, judgment, satisfaction of judgment, and gift; fixtures and emblements. Two hours each week for eighteen weeks. (2 semester hours)

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*The order of courses may be changed from time to time as deemed necessary by the Administration.

SECOND YEAR

Sales. Woodward's Cases on Sales, Second Edition. Sales and mortgages of personal property; historical and philosophical basis of this branch of law; subject matter of a sale; parties to a sale; the effect of fraud; passage of title; risk of loss; rights of the seller under the contract; conditional sales; documents of title; warranties expressed and implied; the rights of the buyer under the contract, and formalities of the contract. One and one-half hours each week for twenty-one weeks. (2 semester hours).

Agency and Partnership. Mechem's Cases on Agency, Second Edition. Agency defined; actual or ostensible; agency distinguished from trust, from sale, from lease; creation of the relation; scope of agency; authority and power of agent, manner of execution of authority; effect of relations as between principal and agent, between agent and third persons, and between principal and third persons; liability of principal for acts of agent; liability and rights by ratification; delegation of authority; duties and liabilities of the agent to third persons, to principal; undisclosed principal; duration and termination of the relation.

Clark and Douglas' Cases on Partnership. Embracing the creation of partnership; rights and duties of partners among themselves; power of partners to bind firm; individual liability of partners; dissolution. Two hours each week during the second semester. (2 semester hours)

Equity. Ames' Cases in Equity, Volumes I and II; Chafee's Equitable Relief Against Torts. History, nature, and limits of the jurisdiction; the jury in equity; the maxims; assignments; equitable rights, including accident and mistake, fraud, notice, estoppel, conversion, adjustment of liabilities; equitable remedies, with particular attention to specific performance and injunctions; reformation and rescission, account, and other pecuniary remedies. Two hours each week throughout the year. (4 semester hours)

Bills and Notes. Campbell's Cases on Bills and Notes. The provisions of the General Laws of Massachusetts, Chapter 107 — Negotiable Instruments Law (in Massachusetts only). Formal requisites of negotiable and non-negotiable bills of exchange, checks and notes; obligations and rights of the various parties to such instruments, makers, acceptors, drawers, drawees, payees, indorsers and indorsees; suits upon bills and notes; pleading and defenses, accommodation paper, bankers' and trade acceptances; letters of credit; guaranty and generally of the transfer, negotiation and extinguishment of bills and notes. One hour each week throughout the year. (2 semester hours)

Property I. Bigelow's Cases on Rights in Land. The feudal system; tenure in land; estates in land; including their creation and methods of conveyance under the feudal system; reversions, remainders and other future estates; joint ownership; disseisin and the remedies therefor; uses and trusts; rights incidental to possession, viz; air; right to lateral support; streams; surface and underground waters; rights of reversioners; rights in the land of another, viz; profits; easements; licenses; covenants running with the land; rents; waste; public rights in waters and highways.

Warren's Cases on Conveyances. Acquisition of real property inter vivos. Accretion; adverse possession; prescription; form of conveyances at common law; deeds, — description of property granted, boundaries, estates created, incorporeal hereditaments, covenants for title, estoppel by deed, execution, delivery; dedication; examination of titles. Two hours each week throughout the year. (4 semester hours)

THIRD YEAR

Trusts. Scott's Cases on Trusts, Second Edition; embracing the nature of a trust including analytical and practical distinctions between trusts and bailments, debts or contracts, conditions, mortgages and other relationships with emphasis upon the relation between banker and customer and broker and customer; the creation of a trust including intention, matters of consideration and the statutes of frauds and wills; the elements of a trust, its subject matter, the trustee and the *cestui que trust;* the charitable or public trust; resulting and constructive trusts and a consideration of typical situations where trusts are imposed by law; the administration of trusts; the nature of the *cestui que trust's* interest; powers and duties of the trustee, the investment of trust funds and the liabilities of the trustee to the beneficiary; liabilities to third persons; the doctrine of *bona fide* purchase and the consideration of what persons are bound by a trust; the transfer of the interest of the *cestui que trust* and the termination of a trust. Two hours each week throughout the year. (4 semester hours)

Property II. Mortgages: The characteristic mortgage doctrines; the long and statutory short forms; equitable mortgages; construction loan mortgages; deficiency judgments; effect of passage of time on mortgages; taxes; insurance; assignment by mortgagee and mortgagor; merge; partial release and discharge; marshaling; special emphasis on the practice of foreclosure; redemption.

Landlord and tenant: Leases distinguished from licenses; special emphasis on the drafting of leases with relation to particular types of premises and particular needs of parties; creation and termination of leases for years, at will and at sufferance; special emphasis on liability in tort of both landlord and tenant for defects in the premises. One hour each week for twenty-four weeks. (2 semester hours)

Property III. Kale's Cases on Future Interests. Future and conditional interests in property.

Estates on condition, rights of entry for condition broken, license and waiver of breach, possibilities of reverter, reversions, vested and contingent remainders, future uses, executory devises and bequests, failure of executory devises, construction of limitations, cross-limitations, vesting of legacies, gifts on failure of issue, ascertainment of classes, powers, rule against perpetuities, restraints on alienation, illegal and impossible conditions. Two hours each week during the second semester. (2 semester hours)

Wills. Costigan's Cases on Wills, Second Edition. Escheat; descent; statutory rules; wills — kinds, alternatives, advantages and scope of; execution, sound mind; fraud and undue influence; mistake; form; attestation; incorporation by reference; revocation by change in circumstance; by subsequent instrument; by physical act; dependent relative revocation; revival; republication; lapsed, void and adeemed gifts; conflict of laws; construction, probate and administration; jurisdiction; procedure; powers of representative; payment of debts; payments of legacies and distribution; statutory rights and allowances; practice. One and one-half hours each week for twenty-four weeks. (2 semester hours)

Corporations. Warren's Select Cases on the Law of Private Corporations.

The nature of a corporation; promotion; powers of a corporation; unauthorized corporate action; *ultra vires;* offices, stockholders, and directors; rights of creditors; corporation finance and organization; reorganization; dissolution. Two hours each week throughout the year. (4 semester hours)

FOURTH YEAR

Evidence. Wigmore's Cases on Evidence. Rules of evidence in the Federal courts; machinery of the trial; examination of witnesses; refreshing recollection of witnesses; impeachment and corroboration of witnesses; admissions and confessions; character evidence; the opinion rule and the expert witness; the hearsay rule; statutory exceptions to the hearsay rule; common law exceptions to the hearsay rule including dying declarations, statements of fact against, interest, pedigree, entries in the regular course of business, official records, declarations as to physical and mental condition, *res gestae;* real evidence; best evidence rule; authentication of documents; handwriting evidence; privilege against self-crimination; privileges based on the marriage relationship; attorney-client privilege; judicial notice; the parol evidence rule. Two hours each week throughout the year. (4 semester hours)

Conflict of Laws. Humble's Cases on Conflict of Laws. Comity; reciprocity; public policy; doctrine of renvoi; domicile; capacity; family law; inheritance; foreign administrations; property; contracts; torts and some procedure. Two hours each week during the first semester. (2 semester hours)

Constitutional Law. Long's Cases on Constitutional Law. Written and unwritten constitutions; history and sources of written constitutions in the United States, state and national; establishing and amending constitutions; distribution of powers between the national and state governments; distribution of powers among the three departments; the judicial department; nature of judicial power; jurisdiction of the federal government, criminal and civil; express, implied, resulting and inherent powers; functions of administrative officers; citizenship; civil and political rights; the police power; the right of eminent domain; taxation; impairment of contracts, *ex post facto* and retrospective legislation generally; regulation of commerce. Two hours each week for twenty-four weeks. (3 semester hours)

Common Law Pleading. Keigwin's Cases on Common Law Pleading, (Boston); Scott's Cases on Civil Procedure, (Worcester). Procedure from the original writ to appeal and review of judgment; how a right may be enforced and a remedy obtained in the courts; venue of actions; forms of actions, local and transitory, real, personal and mixed; original and judicial writs; leadings, their necessity, uses, forms and rules by which they are governed; the effect of pleadings in conduct and results of the trial; protection of rights of the parties before, during and after trial, and before and after judgment; revision of proceeding, exceptions, appeal and review. Two hours each week during the first semester. (2 semester hours)

Legal Ethics. Lectures on the duty of the lawyer to the courts; the defence or prosecution of those accused of crime; adverse influences and conflicting interests; the duty of the lawyer to his client; negotiations with the opposite party; acquiring interests in litigation; the lawyer's fee; contingent fees; the duty of the lawyer to his fellow lawyers; the duty of the lawyer to the adverse party and witnesses; the conduct of the lawyer in court; advertising; the responsibility of the lawyer for litigation; the duty of the lawyer to society at large. Six hours during the second semester.

Massachusetts Practice and Pleading at Law and in Equity. Allen's Notes on Massachusetts Practice (Boston). Scott's Cases on Civil Procedure (Worcester). Divisions of courts in Massachusetts and jurisdiction of each; venue of actions; writs and service of same; indorser for costs; attachment of property on mesne process, by trustee process, and in equity; arrest on mesne process; entry of actions; appearances; non-suits and defaults; the Practice Act; the pleadings, including declarations, motions to dismiss, answers and pleas in abatement, demurrers, and answers and pleas in bar; amendments; specifications; interrogatories; depositions; demand to admit facts; set-off, recoupment and cross actions; marking cases for trial; advancing actions for speedy trial; auditors, masters and assessors; tender and offer of judgment; motions; claim for jury trial; jurors; summoning witnesses; procedure at trial; verdicts; motions for new trial; motions in arrest of judgment; appeals; exceptions; reports; reservations; judgments; executions. Two hours each week during the second semester. (2 semester hours)

Comprehensive Review. The review covers the more important points in all of the courses in the four years' curriculum. Its object is to bring before the student's mind the close interrelation of the various branches of the law and to emphasize its unity. Special emphasis is laid upon the more important cases in each subject. The course also constitutes a preparation for the Massachusetts bar examination; time being devoted to a review of some of the questions given upon past bar examinations. This review is required for the LL.B. degree and is open only to regular members of the senior class. One hundred hours during the second semester. (6 semester hours)

Moot Court. A moot court is conducted in connection with the course on Practice and Pleading. In this court actions are commenced, tried and prosecuted to a final adjudication. Students are designated to act in the capacity of attorneys, clerks and parties. In this way the student is by example familiarized with the conduct of litigation.

This course also offers opportunity for practical instruction in many phases of trial evidence as well as in the ethical duties of the lawyer in court.

COMBINED LAW AND BUSINESS PROGRAM

The complexity of modern business activity makes it highly desirable for the lawyer to have an adequate knowledge of the principles of sound business administration. It is likewise becoming increasingly necessary for the business man to have a knowledge of the law. In order to meet this need and to provide such training for law and business students, the Evening School of Law and the Evening School of Business of Northeastern University offer a combined six-year program in business and law leading to the B.B.A. degree.

All business is organized and conducted on a legal basis. For this reason executive positions in many business enterprises demand a knowledge of the law upon the part of those who are to be successful. Underlying the present large scale marketing and production which characterize modern business is a network of law which safeguards the rights of business men as they deal with one another and also indicates the channels in which business practices shall be directed and through which they shall move. The man who approaches business with a keen knowledge of the principles of law underlying business will bring to his position an advantage which will be of inestimable worth to business.

The combined six-year program offered by the University provides a sound and basic knowledge of those principles of law and business so essential for success in the various fields of business. This program has been introduced in response to a request for a course of study which will adequately meet the needs of the following groups: those employed in banks and trust companies; insurance officers and claim adjusters; real estate operators; accountants; those engaged in executive positions in business and industrial organizations; those now in the legal profession.

The normal period of attendance for this program is 6 years, 32 weeks each year, 3 evenings each week, and 2 hours each evening, except for those who enter with advanced standing credit. Those who wish to attend less than 3 evenings a week may do so and take a longer period of time to complete the program. Those completing this program and receiving the B.B.A. degree, may continue in the School of Law and qualify for the LL.B. degree in approximately 2 additional years of study, provided they met the requirements for admission as regular students in the Evening Division of the University at the time of their initial registration.

Those who have already completed their law training in an approved school of law may receive advanced standing credit toward the B.B.A. degree for the law courses.

PROGRAM OF STUDIES

Prescribed Subjects

	Semester Hours
Contracts	4
Case Method of Instruction	1
Personal Property	2
Sales	2
Agency and Partnership	2
Bills and Notes	2
Property I	4
Property II	2
Business Associations	4
Conflict of Laws	2
Constitutional Law	3
Fundamentals of Business	4
Constructive English	4
Business Economics	4
Thesis	4
Business or Professional Experience	24
Total	68

Additional Prescribed Subjects for Those Desiring to Specialize in Accounting.

Introductory Accounting	4
Intermediate Accounting	4
Constructive Accounting	2
Accounting Problems	4
Cost Accounting	4
Auditing	2
Income Tax Procedure	4
Accounting Seminar	8
Total	32

Additional Prescribed Subjects for Those Desiring to Specialize in Business Administration.

Accounting for Executives	4	
Marketing Methods	4	
Financial Organization and Management	4	
Business Statistics and Forecasting	4	
Industrial Management Problems	4	
Administrative Policies	4	
Business Administration Seminar	8	
Total	32	
Total Semester Hours prescribed for degree		100

Students in this course who are employed in the Trust Department of a bank or are in a position where a knowledge of Trusts, Wills, and Equity may be of value, may be permitted to substitute these three courses for other prescribed law courses upon approval of the Dean of the School of Business.

For a description of the Business Courses, see the catalog of the School of Business. A copy will be sent upon request.

ADMINISTRATIVE POLICIES AND REGULATIONS

The policy of the School is to maintain such high standards of instruction and scholarship as will assure for the evening student an education fairly equivalent to that offered in the average day law school, yet with a program formulated to meet the needs of employed men and women. The standards and ideals of the School are high and are constantly being raised at every point that will make for greater efficiency. In the formulation of the policies of the School particular care has been taken to design a class schedule which will provide adequately for classroom instruction and yet will give opportunity for outside preparation upon the part of the student. The purpose of the School is to maintain such standards as will enable those employed during the day, who have a reasonable educational equipment before beginning the study of law, to obtain a thorough knowledge of the law, and to prepare effectively for the active practice of the law. It is believed that the administrative rules and standards of Northeastern are the minimum compatible with the achievement of this fundamental objective.

REGISTRATION

The filing of an application for admission to the School does not constitute registration. All students, including those entering the School for the first time, are required to register and arrange for the payment of their tuition during the registration period. (See calendar, Page 3.)

Students are urged to register before the opening date whenever it is possible to do so.

New students should not wait for formal notice regarding admission but should register and commence work at the beginning of the school year.

A registration bulletin giving full instructions will be mailed each student and applicant previous to the registration period.

Late Registration Fee. A fine of $5 is charged all students who have previously been registered and in attendance in the School, who have not registered before the close of the School office on Saturday, September 17.

ATTENDANCE UPON LECTURES

Students are expected to attend with regularity the sessions of the classes in which they are enrolled.

In order to receive credit for attendance, a student must be present in the classroom during the entire period, unless his presence for a shorter period is accepted by the Committee on Administration.

A student who has been in attendance upon one-half of the class sessions in a course is permitted to take the final examination.

A student who has attended seventy-five per cent or more of the class sessions in a course is permitted to pass if he attains a grade of sixty per cent in the course.

A student who attends less than seventy-five per cent but more than fifty per cent of the class sessions in a course is permitted to pass if he attains a grade of seventy per cent in the course.

The required period of attendance at the School is four years except for students entering with advanced standing.

In the Springfield Division the required period of attendance at the School is five years.

REGULAR EXAMINATIONS

One final examination is given at the close of each course.

In case a student is excused from an examination by the Committee on Administration, he may take the next regular or condition examination in the subject. A student who fails to complete the course during the next school year, must repeat the course, except that in special cases for justifiable cause, the Committee on Administration may waive this rule.

A student who has received a passing mark in a course may not take another examination for the purpose of raising his grade, unless he again regularly takes the course.

CONDITION EXAMINATIONS

The taking of a make-up examination is a privilege to be granted at the discretion of the Committee on Administration.

The dates of the condition examinations are given in the schedule on Page 4.

Students who are permitted to remove their conditions by make-up examinations may do so either by taking the examinations at the condition examination period or by taking as make-ups the final examinations in the subjects in which they are conditioned.

In case of a failure in a course, all test grades are cancelled and the student is required to answer all ten questions on the make-up examination, these ten questions to be graded on a basis of 100 per cent.

A student is not permitted to take more than two* make-up examinations to remove a conditional failure.

A student who has failed in a course is required to secure a minimum grade of seventy per cent in order to remove the condition and pass in the course, and will be credited with only seventy per cent, even though a higher grade is obtained.

A student who is required to repeat a course must secure a grade of sixty-five per cent in the course which he is repeating in order to pass.

TESTS

Four tests are regularly given in each full-year course and two tests are regularly given in each half-year course. Each test counts a maximum of five points toward the final grade in the course.

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* One, in the Springfield Division.

If a student is unable to take certain of the tests when they are regularly scheduled, he is required to make up these tests at the time the regular or condition examination in the course is given.

A student who receives a passing grade in a test is not permitted to repeat the test at any subsequent period for the purpose of raising his grade. If the student receives a "Failure" grade in a test he is expected to take a make-up test in that subject in connection with the final examination.

SPECIAL EXAMINATIONS OR TESTS

Special examinations or tests will not be given under any circumstances. No exceptions are made to this rule.

DISCIPLINE

Attendance at the University is a privilege and not a right. The Committee on Administration reserves to itself the right to require the withdrawal of any student at any time whom it may deem unworthy either on account of his neglect of study, his incapacity for the law, or for any grave defect of conduct or character, and no reason for requiring such withdrawal need be given.

MARKS

The work of each student shall be graded upon examination, according to the following scale:

90–100 inclusive	A	Superior Work
80– 89 "	B	Good Work
70– 79 "	C	Fair or average work
60– 69 "	D	Lowest passing grade
45– 59 "	F	Conditional Failure*
0– 44 "	FF	Complete Failure**
No examination	Inc.	Incomplete

Grade reports are mailed to students from the office of the Dean or of the Divisional Director.

PROMOTION

1. Promotion from Law I to Law II and from Law II to Law III:

(*a*) A student having a general average of sixty-two per cent shall be entitled to promotion from Law I to Law II if he has passed all of the required courses of the first year.

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* A conditional failure may, at the discretion of the Committee on Administration, be made up by taking the make-up examination and obtaining a grade of seventy per cent for the course, or by repeating the course in its entirety and obtaining a grade of sixty-five per cent or higher.

** A complete failure may be made up, but only by repeating the course in its entirety and obtaining a grade of sixty-five per cent, or higher, in the course.

(*b*) A student having a general average of sixty-four per cent shall be entitled to promotion from Law II to Law III, if he has passed all of the required courses of the first and second years.

(*c*) If a student has failed in one or more of the courses of the first year, or of the first and second years:

(*i*) He may be dropped from the School or required to review in full, or in part, an entire year of work; or,

(*ii*) If he has an average of sixty-seven per cent in the courses which he has passed he may be permitted, by consent of the Committee on Administration, to continue with the subjects of the next year, with the understanding that any conditions which he may have must be removed at the earliest possible opportunity.

2. Promotion from Law III to Law IV:

(*a*) A student having passed all of the courses of the first three years shall be entitled to promotion to Law IV provided he has a general average of sixty-seven per cent.

(*b*) If a student has failed in one or more of the courses of the first three years:

(*i*) He may be dropped from the rolls of the School or required to review in full or in part an entire year of work; or,

(*ii*) If he has an average of sixty-seven per cent in the courses which he has passed, he may be permitted, at the discretion of the Committee on Administration, to continue with the subjects of the senior year with the understanding that any conditions which he may have must be removed at the earliest possible opportunity.

(*c*) In the Springfield Division where a five-year program is required promotion from Law IV to Law V is the same as from Law III to Law IV as outlined under paragraph 2.

3. Other requirements:

The minimum general average required for the LL.B. degree is as follows:

(*a*) With no conditions in any law school subjects — an average of sixty-seven per cent.

(*b*) With one conditional failure in a subject of the senior year — an average of seventy per cent.

(*c*) A student who is unable to meet the requirements for promotion, may, at the discretion of the Committee on Administration, be permitted to spend a year in review. If not permitted to review such students will be dropped from the rolls of the School.

(*d*) The Committee on Administration reserves the right to ask any student to withdraw from the School or to review single courses or a full year's program, even though the student may have met the requirements for promotion from year to year, if in the judgment of the Committee such action is advisable. This action may be taken even though the student has not been permitted to take make-up examinations in the subjects in which he may have received conditional failures.

(*e*) No student who fails on account of law conditions, to receive his degree in due course, will be permitted to remove his conditions and qualify for the LL.B. degree by examination only, later than one year following the graduation of his regular class, or other than by actually repeating in their entirety and obtaining passing grades in all courses in which he has failed. Permission to repeat courses and the conditions under which such work can be taken will, in each individual case, be decided upon by the Committee on Administration.

REQUIREMENTS FOR THE DEGREE

In order to qualify for the degree of Bachelor of Laws, a student must meet the following requirements:

1. Be at least twenty-one years of age at the time of receiving the degree.
2. Comply with the entrance requirements for admission as a regular student at the time of admission.
3. Make the required attendance upon lectures.
4. Make the required marks in all courses scheduled for the degree.
5. Secure the required general average in his courses.

Each candidate for graduation should file an application for the degree together with his graduation fee in the Law School office not later than May 1 of the year in which he expects to receive his degree.

HONORS

Cum Laude. Students who pass all of the courses in the four-year curriculum and attain an average grade of between eighty-five per cent and ninety-one per cent, both inclusive, will be recommended for the degree, *Cum Laude.*

Magna Cum Laude. Students who attain an average grade of ninety-two per cent or better throughout the four years will be recommended for the degree, *Magna Cum Laude.*

GENERAL

The University reserves the right to advance the requirements regarding admission, to change the arrangement of courses, the requirements for graduation, tuition fees and other regulations affecting the student body. Such regulations will affect both new and old students.

The use of good English is required in all courses. Any student who is found to be deficient in English, whether in the details of spelling or grammar, or in the larger matter of the clear expression of ideas, will be required to receive special instruction designed to correct his deficiencies.

SCHOLARSHIPS AND PRIZES

LAW SCHOOL HONOR SCHOLARSHIPS*

Northeastern University has created within the School of Law the following scholarships:

1. Three $100 scholarships to be awarded respectively to the member of the Junior, Sophomore and Freshman class who receives the highest scholarship average, provided he re-enrolls for the next year. In the event he does not re-enroll, the student having the second highest scholarship average shall be awarded the scholarship.
2. Three $75 scholarships to be awarded respectively to the member of the Junior, Sophomore and Freshman class ranking next highest to the student who receives the $100 award, provided in each instance that the student re-enrolls for the next year. In case of non-re-enrollment, the next highest ranking student shall receive the award.
3. Three $50 scholarships to be awarded respectively to the member of the Junior, Sophomore and Freshman class ranking next highest to the student who receives the $75 award, provided in each instance that the student re-enrolls for the next year. In case of non-re-enrollment, the next highest ranking student shall receive the award.

THE KAPPA DELTA KAPPA SCHOLARSHIP*

A scholarship gift to be awarded annually to the member of the Sophomore class, who, in the opinion of the administrative officers of the School, has through his personality, character, conduct, service and scholarship made the greatest contribution to the School. This award is to be made only in the event the student returns for his Junior year.

BENJAMIN GINSBERG MEMORIAL SCHOLARSHIP*

A fund given by the Upsilon Delta Sigma Fraternity to establish a scholarship in memory of Benjamin Ginsberg of the Class of 1927. The scholarship is to be awarded annually to the highest ranking student of the Sophomore class.

SIGMA TAU EPSILON FUND*

A fund of $100, the income to be used to purchase a prize in the form of a book to be presented to the student whose grades rank the highest in the Freshman year. The student is to be presented with this prize only in the event he re-enrolls for his Sophomore year.

THE GAMMA KAPPA NU SCHOLARSHIP FUND*

A fund of $800, the income to be used as a scholarship gift in the form of the first installment of tuition in the Senior year.

This scholarship gift "shall be presented annually to that woman in the Junior class who has done the most for the School and has also maintained a high scholarship in her studies, and provided that she registers for her Senior year".

*** These awards apply to Boston only.**

SCHOLARSHIPS AVAILABLE IN THE SPRINGFIELD DIVISION

Junior Scholarship

A scholarship of $25 is awarded annually to that student of the Junior class who has made the highest average grade in all courses. This applies to students irrespective of whether they are in the School of Law or Business. The scholarship is donated by Delta Chapter of the Pi Tau Kappa Fraternity.

Freshman Scholarships

A limited number of scholarships, amounting to $100 each, are awarded annually to graduates of several Connecticut Valley high schools. The scholarship for each high school is awarded to the graduate who ranks among the first ten of his class, and highest among this group of those admitted to Northeastern University. These scholarships are paid in the form of tuition at Northeastern University during the recipient's Freshman year.

GENERAL INFORMATION

THE STUDY OF LAW

With the growing complexity of American civilization due to an unparalleled development in commerce and industry, has come an increased demand for men and women who are well trained in the law and who combine with the knowledge of law the highest type of ideals and the best legal ethics.

The law treats of nearly every phase of human relationship. It prepares a student to deal effectively with men and affairs; it trains him to think, to think straight, to think a proposition through to the end and then to act in accordance with judgment based on a clean-cut, unbiased analysis of the facts. This habit of analytical thinking and judicial action is indispensable to the practitioner of law. It is equally indispensable to business men, those in political life, and to all who would render the most efficient service to society.

A large number of the most successful men in nearly every field of activity have had a training in the law; and the demand for such men is constantly increasing and will continue to increase with the economic and social evolution of the country.

Mr. Myron C. Taylor, Chairman of the Finance Committee of the United States Steel Corporation makes the following statement regarding the importance of legal education:

"As a member of the New York Bar for over thirty years, and during that time having been in close contact with a number of industrial, commercial, banking and railroad enterprises, the growing need has been emphasized in my mind for competent and well trained lawyers to guide in the handling of the larger affairs of the country.

"It has also appeared to me that in the public affairs of the day, both at home and abroad, in peace and at war, no group of men has made a greater contribution than the members of the bar."

EVENING EDUCATION IN THE LAW

The economic demand for men and women who are trained in the law has been followed by a demand on the part of increasing numbers of men and women for a legal education. Many of those desiring to study law were unable to attend law classes during the day. Accordingly, evening law schools were established to meet a very real need.

In 1890 there were in the United States sixty-one law schools, of which one was a part-time law school. The total student attendance at that time in all law schools was 4,486, of which number only 2.4 per cent were part-time students. In 1931 the number of law schools had increased to 180 with 68 part-time law schools. The total attendance had increased to 43,989, with 35.2 per cent of this number enrolled in strictly part-time law schools.

The ambitious man or woman who is unable to attend a day law school will find that those evening law schools which have high standards of admission and instruction prepare effectively for the bar examinations and for the subsequent practice.

THE FOUNDING OF THE SCHOOL OF LAW

Massachusetts has, for a considerable period of time, maintained two of the most prominent day law schools in America — Harvard University School of Law, and Boston University School of Law. These schools, however, were not, and have not been able to reach a large group of highly intelligent and ambitious men and women who desire advancement either through preparing for the legal profession or through a law training which might be applicable in their business careers. Prior to 1898 there was a persistent demand for an evening law school in Massachusetts, which should be thorough in its instruction and conducted in such a manner that its graduates would stand well at the bar and be recognized as men of professional attainment and ethical standards. Northeastern University School of Law was established in 1898 in response to this demand, through the co-operation and under the active guidance of the Hon. James R. Dunbar, Prof. James Barr Ames, then Dean of the Harvard University Law School, and Mr. Samuel Bennett, then Dean of the Boston University School of Law.

The cordial recognition and endorsement of the School by the bench, the bar and the heads of our day law and other professional schools, testify in no uncertain terms to the position which the School occupies in the educational activities of the Commonwealth.

Divisions of the Northeastern University School of Law are conducted in Worcester and Springfield. The nature and quality of work offered in these Divisions is the same as that offered in Boston. The work is under the supervision and administration of the School officers in Boston.

From the outset the Worcester Division of the Law School admitted women to its classes. Springfield has admitted women since September of 1921. In January, 1922, the trustees of Northeastern University, acting upon the recommendations of the corporation of the School of Law, voted to admit women to the School in Boston and the Divisions, subject, so far as the Divisions were concerned, to the approval of the local boards. This step of the trustees was taken after very careful consideration of the points involved, acting upon the advice of leading legal educators, upon the basis of a persistent demand that women be admitted to the School, and upon the experience of outstanding law schools in co-education.

THE ORGANIZATION OF THE SCHOOL OF LAW

The organization of the School has been developed as follows:

1. The Dean performs the usual functions of his office.
2. The Executive Secretary is in charge of the administrative affairs of the School.
3. The Counsellors have no administrative duties. They are responsible solely for the academic work of the students; particularly for guiding them individually and in groups in matters pertaining to their law studies.
4. The Faculty is in accord with the needs and problems of evening students and the instruction is kept upon such a high plane of excellence as will most effectively meet those needs.

STANDARDS OF THE SCHOOL

The School of Law has the following outstanding characteristics which insure the efficiency of its work in preparing men and women for admission to the bar and for the practice of the law:

1. The student body is of reasonably high intelligence.
2. The course of study is thorough and in accord with the best practices in legal education.
3. The Case Method is used as the basis of instruction. The study of cases is supplemented by lectures, review quizzes, required notebook work, and written tests and examinations.
4. The faculty is made up of men who are graduates of the best day law schools, who have achieved success in the practice of law, and each of whom possesses the qualifications of a teacher.
5. It is a non-proprietary evening law school operated as a part of a university system, stressing high scholastic standards, and devoting all its resources to building the best possible school.
6. The School fosters high professional ethics; educational fitness and moral integrity are stressed as of paramount importance.
7. It has adequate housing and classroom equipment, and in particular an adequate law library.
8. The administration is impartial. The rules governing attendance, grading, examinations, scholarship and promotion are justly and impartially enforced.
9. The School is non-sectarian. The student body is made up of properly qualified men and women of all creeds.

It is a matter of experience on the part of the School of Law that the principles enumerated above can be complied with by evening law schools and must be complied with, provided the work of an evening law school is to have any warrant for continuance.

THE STUDENT BODY

Reasons for Studying Law

Many of the students in the School are studying law primarily as a preparation for the practice of the profession. Because business leaders and executives have realized the increasing value of a training in law, many students pursue this curriculum in order to accomplish a more efficient functioning in business. The study of the law, because of its broad social and cultural aspects has proved of especial value as an exploratory medium to many students who wish to discover their own aptitudes and abilities and to decide as to their life work. Still other students desire the informational and cultural advantages of a law training.

Character of the Student Body

The character of the student body determines the standards of the school.

Standards must necessarily be adjusted to the average intelligence of the students. A school which has high standards of student selection and retention can maintain a grade of scholastic work which is reasonably high. For this reason the School of Law maintains reasonably high admission requirements.

The students are relatively mature. The ages range from 17 to 60 years, the average age being 24 years.

The occupations in which the students are engaged include positions of a high degree of responsibility.

From the standpoint of age, occupation, and previous education, the student body is quite exceptional, is thoroughly in earnest, and possesses the intelligence to prepare successfully for the practice of law. Such a student body makes it possible for the School to maintain high standards of scholarship.

Sixty-seven colleges and two hundred and sixty secondary schools are represented among the students of the School.

Colleges Represented in the School of Law Student Body

	Boston	Worcester	Springfield	Total
Amherst College		1		1
Barnard College	1			1
Bates College	2			2
Boston College	5			5
Boston Normal	1			1
Boston Teachers College	3			3
Boston University	68	3		71
Bowdoin College	6			6
Brown University	2	1	1	4
Bryn Mawr University			1	1
Clark University	1	6	1	8
Coe College	1			1
Colgate University	1		1	2
College of the City of New York	2			2
Cornell University	1			1
Cumberland Law School	1			1
Dartmouth College	6	1		7
Drexel Institute	1			1
Emerson College	1	1		2
Fordham University			1	1
Georgetown University	2			2
George Washington University	1			1
Hampden-Sydney College			1	1
Harvard University	32	3	2	37
Holy Cross College	1	13	3	17
International Y. M. C. A. College	1			1
Leeds University, England	1			1
Lowell Textile Institute	1			1
Massachusetts Agricultural College	2			2
Massachusetts Institute of Technology	4		1	5
Middlebury College	2			2
Mount Allison University, New Brunswick	1			1
Mount Holyoke College		1		1
New England Conservatory of Music	1			1
New York University	1			1
Northeastern University	30	6	6	42
Ontario Agricultural College, Ontario		1		1
Renssalaer Polytechnic Institute	1			1
Roanoke College	1			1
Salem Normal	2			2
Simmons College	1	1		2
St. Anselm's College			1	1
St. Mary's College and Seminary		1		1
State University of Iowa	1			1
Tufts College	10	1		11
University of Illinois	1			1
University of Maine	5	1		6
University of Miami	1			1
University of Michigan	1			1
University of Nebraska	2			2
University of Nevada	1			1
University of New Hampshire	4		1	5

	Boston	Worcester	Springfield	Total
University of Notre Dame	1		1	2
University of Pennsylvania			2	2
University of Pittsburgh	1		1	2
University of Richmond			1	1
University of Saskatchewan, Saskatchewan, Can.		1		1
University of Virginia	1			1
University of Wisconsin		1		1
Villanova College		1		1
Washington College of Law	1	1		2
Wesleyan University	1			1
Western Reserve University	1			1
West Virginia University	1			1
Williams College			1	1
Worcester Polytechnic Institute		4		4
Yale University	1		1	2
Totals	222	49	27	298
Colleges Represented	52	20	18	67

THE LAW SCHOOL FACULTY

The instruction staff conforms to high standards:

Each faculty member has had excellent preparation for teaching, both cultural and professional.

The Faculty has had a continuity of instruction and long-term service which insures efficiency of instruction, and sustained interest in the well-being of the School.

All members of the Faculty are practicing attorneys, who have been successful in the profession. This enables them to bring to the classroom a practical point of view which adds to the effectiveness of their teaching.

No man is appointed to the Faculty of the School who would not be acceptable as a faculty member in the best day law schools.

THE COUNSELLING SERVICE

One of the most important services rendered by the School is made available through the Counsellors. This service is under the direction of an experienced Counsellor who devotes his full time to the work. The Counsellors co-operate with and supplement the work of the instructors. They have no administrative functions, their full time being given to the students.

The Counsellors are responsible for three types of service: They counsel and guide students in the numerous problems that grow out of the class work. They grade such tests and examinations as are not handled by the instructors. They are responsible for training students in proper methods of study.

This training is built around the notebook requirements. All students are required to keep proper notebooks in which to abstract assigned cases and to keep adequate notes of the class discussion and lectures. These notebooks are turned in for correction at the close of the course.

The intimate, personal work of the Counsellors with the students, especially in connection with the required notebook work, has resulted in: (a) a more rapid development of the powers of legal analysis; (b) the development of a much finer and more comprehensive knowledge of the law; (c) economy in the student's use of time, manifesting itself in his preparation of class work, reviewing for examinations, and in making his use of available time for study much more valuable and meaningful.

SUCCESSFUL CAREER

The School has proved a success. Twelve thousand nine hundred thirteen students have been enrolled, including business executives; clerks from the offices of leading attorneys; clerks and officers from every court in Boston; state, city, and government officials; teachers and students from other law schools; and a large number of able men engaged in various other lines of activity. Seventy-eight per cent of the eighteen hundred thirty-six graduates who have tried the bar examination in this and other states have successfully passed. Many have no record of trial, having taken the course for its business training. When these figures are considered in relation to the fact that in the last bar examination in Massachusetts only thirty-three per cent of all who took the examination were successful, the success of Northeastern University in preparing for admission to the bar is apparent.

A survey of the graduates of the School of Law made recently indicates that those who have completed the required courses of study have benefited immeasurably by the training they have received. The survey shows the following occupational distribution among the Alumni:

Practicing Attorneys	61.7%
Business Executives	15.7%
(Including Presidents, Vice-Presidents, Treasurers, Comptrollers, General Managers, Sales Managers, Production Engineers, Office Managers, etc.)	
Miscellaneous Positions	10.0%
(Including Teachers, Ministers, Physicians, Retired Business Men, Salesmen, Clerks, Civil Service workers, etc.)	
Real Estate and Insurance Brokers	4.0%
Court Officers	3.3%
Bank Executives	2.3%
Investment Bankers	1.0%
State Officials	1.0%
Certified Public Accountants	1.0%

LOCATION OF NORTHEASTERN UNIVERSITY

Boston

Northeastern University is housed in the building of the Boston Young Men's Christian Association at 316 Huntington Avenue. In addition, it utilizes the entire second floor in the Huntington Building, next to Symphony Hall, and the Laboratory Building of the University.

The University is located in the Back Bay educational center of Boston, within sight of the Opera House, Symphony Hall, the Art Museum, and other cultural and educational institutions. It is easily reached from the North and South Stations and from the various points of the Boston Elevated system.

Springfield Division

The Springfield Division of Northeastern University is located two streets east of Main on Chestnut, corner of Hillman — a three-minute walk from Main via Hillman; it is reached from the Union Station by a five-minute walk south along Dwight Street to Hillman to Chestnut; and a three-minute walk north along Chestnut from the Public Library on State Street. All train, trolley and bus terminals are within these limits.

Worcester Division

The Worcester Division is located in the Worcester Y.M.C.A. Building. The administrative offices and classrooms occupy the entire second floor of the building. The Y.M.C.A. in Worcester is located at 766 Main Street, a five-minute walk south on Main Street from the City Hall, or midway between that building, which is in the heart of the city, and Clark University.

The School is directly accessible by street car from all parts of the city and within easy walking distance of both Union Station and the bus and interurban terminals communicating with every part of the county.

Excellent service is maintained to Southbridge, Webster, Clinton, North Grafton, and Fitchburg and all intervening points as well as all towns on the State Road to Boston and Springfield. Student rates may be obtained on practically all of these lines.

CASE-BOOKS

Case-books are required in the courses. These books may be purchased by the student from the University book store. If convenient to the student, the books of the Law Library may be used in the building. It is recommended and strongly urged that all students own their own case-books because of the very evident advantages to the student in the preparation of his courses and the advantageous use of leisure hours at home.

LAW LIBRARIES

Boston

The Law Library, located in the Y.M.C.A. Building at Boston, is large, well-equipped and comfortably furnished. In it may be found case and textbooks on all of the subjects taught in the School, as well as on related subjects, the National Reporter System, the Federal Reports, the State Reports of Massachusetts, New York, Maine, New Hampshire and Vermont, the United States Supreme Court Reports, the United States Code Annotated, American Digest System, English Reports, English and Empire Digest, Laws of England, Encyclopedia of Pleading and Practice, Corpus Juris Cyc, encyclopedias of law, etc. Additions of standard law books of value to the students in their law studies are being made regularly to the Library. A library is so essential to the success of a law school that a great deal of attention to it is necessary in order to insure that it is well-equipped and efficiently administered. For this reason the Northeastern University officials are particularly alert to meet the needs of the situation and progressively to build up an excellent and thoroughly practical Law School Library which may serve as a working laboratory for the students.

The Library is open weekdays from 9.00 A.M. to 10.30 P.M.; Sundays and holidays from 2.00 P.M. to 9.00 P.M.

Worcester Division

The Worcester Division is rapidly building up an excellent Law Library. A special library room has been provided. New books are being added each year so that the students may have the best material at their disposal. A full set of Massachusetts Reports, and the Acts and Resolves, together with the Digests, Corpus Juris and Cyclopedia of Law and Procedure, case books, textbooks and other valuable materials are available. The Library of the Worcester County Court House is also available to students.

Springfield Division

Springfield is fortunate in having access to the splendidly equipped law library of the Hampden County Court House. It has, however, for the immediate convenience of its students a library of several hundred volumes, along with adequate study space within its own building. Full sets of Massachusetts Reports, Acts and Resolves, Digests, Corpus Juris and Cyclopedia of Law and Procedure, and casebooks are available. Other valuable material is also on its shelves through gift or loan of faculty and friends. This includes material not only on American law but many volumes of Old English Reports.

CLASSROOMS

Adequate, well-lighted, heated and ventilated classrooms are provided in Boston and in each Division. The rooms are equipped with standard tablet arm chairs thoroughly adapted to the work of the students.

DORMITORIES

In each Y.M.C.A. Building are dormitory facilities whereby students limited to the number of rooms available, may secure comfortable and well furnished rooms at a reasonable price. There is a congenial atmosphere of fellowship and of social life in the dormitories, and opportunities are available for forming the best type of friendships.

RECREATIVE OPPORTUNITIES

Men who are employed in offices or indoor occupations during the day and who are studying in the evening should take some form of systematic exercise in order that they may do their most effective work.

The Northeastern students are fortunate in being able to obtain unexcelled recreational advantages.

The Y.M.C.A. Buildings in each of the cities have excellent facilities in the nature of gymnasiums, swimming pools, bowling alleys, billiard rooms, game and social rooms, which provide opportunity for practically every form of physical and social recreation.

All students are urged to avail themselves of these recreative opportunities, which are of a clean, virile and wholesome type.

SOCIAL LIFE OF THE SCHOOL

The constant association with other men of outstanding ability from nearly every type of human activity is of incalculable value to the student of law. In addition to the usual classroom contacts students are also brought into contact with one another through special lectures, class dinners, and other School functions which are highly profitable and pleasurable.

RELIGIOUS ACTIVITIES

Northeastern University has as one of its outstanding aims the development of the finest possible character among its students. For this reason the Day Division of the University affords ample opportunity for its students to participate in social and religious activities. While encouraging religious activities the University is, however, strictly non-sectarian. A student should feel free to register in any of the several schools of the University, regardless of religious faith; no attempt being made to influence one to participate in any activities which are contrary to the tenets of his particular religion.

FRATERNITIES

Boston

There are five fraternities and two sororities in the Law School. These have been formed for the purposes of promoting personal and social relations as well as to afford congenial discussion and study groups. Similar organizations are maintained in the various divisions.

SPRINGFIELD

There are three fraternal groups at the present time organized within the Springfield Northeastern student body. Membership in each, although on a very democratic basis, is by election. Two of these societies admit men, and one admits women.

ASSOCIATED STUDENT BODY, SPRINGFIELD

The general administration of student activities is carried on by the Associated Students of Northeastern University, Springfield Division. This organization is the central body through which the financial support of the various activities of the student body is furnished. Its administrative work is carried on by the Student Council.

Plans, action and records of the Council before presentation for approval by administrative officers and the Board of Governors should have the consideration of the Alumni Adviser to the Student Council, Russell Whitney, '29.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Boston

Abington	1
Albany, N. Y.	1
Allston	4
Arlington	12
Ashmont	1
Attleboro	2
Auburn, N. Y.	1
Auburndale	1
Ayer	1
Barre, Vt.	1
Beachmont	1
Belmont	2
Berlin, N. H.	1
Beverly	3
Biddeford, Me.	1
Boston	70
Braintree	1
Brighton	10
Bristol, R. I.	2
Brockton	7
Brookline	26
Brunswick, Me.	1
Cambridge	37
Caryville	1
Charlestown	3
Chelsea	37
Chesham, N. H.	1
Chestnut Hill	1
Concord, N. H.	2
Cranston, R. I.	1
Cumberland Mills, Me.	1
Danvers	2
Dedham	4
Dorchester	112
Dracut	2
East Boston	16
East Braintree	2
East Hampton, Conn.	1
East Milton	1
East Walpole	1
East Weymouth	1
Everett	12
Exeter, N. H.	1
Fall City, Neb.	1
Fall River	2
Fitchburg	1
Framingham	2
Gloucester	1
Harvard	1
Haverhill	5
Hopedale	1
Hudson	1
Hyde Park	3
Ipswich	2
Jamaica Plain	15
Keene, N. H.	1
Kenberma	1
Lawrence	5
Lowell	10
Lynn	23
Malden	13
Manchester	1
Marlboro	1
Mattapan	29
Medford	17
Medway	1
Melrose	6
Methuen	2
Middletown, Conn.	1
Milford	3
Milton	2
Nantasket Beach	1
Natick	2
Needham	1
Needham Heights	2
New Bedford	2
New Britain, Conn.	1
Newburyport	2
New Haven, Conn.	3
New London, Conn.	2
Newton	8
Newton Centre	2
Newtonville	4
New York City, N. Y.	1
Norfolk	1
Northampton	1
Northboro	1
North Chelmsford	1
North Easton	1
North Weymouth	2
Norwood	3
Paragould, Ark.	1
Peabody	2
Pittsfield	4
Plymouth	1
Portland, Me.	1
Princeton, Me.	1
Providence, R. I.	4
Quincy	8
Reading	2
Revere	13
Rockland	1
Roslindale	7
Roxbury	101
Salem	10
Sharon	1
Somerville	19
South Boston	8
Stoneham	6
Swampscott	2
Vineyard Haven	1
Waban	2
Wakefield	1
Walpole	1
Waltham	4
Watertown	11
Waverley	1
West Boylston	1
Westford	1
West Medford	4
West Newton	2
Weston	1
West Quincy	1
West Roxbury	3
Wilmington	2
Winthrop	20
Woburn	1
Wollaston	9
Yarmouth, Me.	1

Worcester Division

Auburn	1
Boylston	1
Clinton	3
Fitchburg	3
Gardner	2
Hudson	2
Leominster	1
Marlboro	4
Milford	1
Millbury	2
North Upton	1
North Uxbridge	1
Petersham	1
Shrewsbury	1
Southbridge	2
Stow	1
Webster	1
Whitinsville	1
Woonsocket, R. I.	1
Worcester	65

Springfield Division

Belchertown	1
Chicopee	5
Easthampton	1
Holyoke	11
Indian Orchard	3
Ludlow	1
Monson	1
Northampton	3
Palmer	3
Springfield	61
Thompsonville, Conn.	3
Westfield	6
West Springfield	4
Wilbraham	1

DEGREES CONFERRED IN 1931

BOSTON

BACHELOR OF LAWS, CUM LAUDE

Sidney Joseph Bloom
Israel Louis Cohen
James Joseph Kelleher
Joseph Boris Klainer
George Francis McMahon
Philip Francis McMahon

BACHELOR OF LAWS

Thomas Edwin Abely
Jacob Albert
Benjamin Alpert
Ezra Andelman
Robert Stokes Apsey
George Reid Arthur
Rupert LeRoy Banks
Alden Martin Bartlett
Philip Howard Bartlett
James Albert Bearens
Samuel Savil Belt
Charles Edwin Benton
Ernest Adolph Berg
Mary Berman
Gerard Lucien Bibaud
August Giacomo Bonazzoli
Arthur Joseph Boyden
Edward Francis Brickley
Reginald George Brosseau
Walter Callahan
William Jerome Callahan
Manuel George Caloyianis
Louis Aaron Cannon
Edward Casabian
Rose Chnock
Maynard Gardner Clemons
Samuel Bernard Cohen
Victor Lloyd Joseph Cohen
John Houghton Conkey
John Joseph Connors
Leonard Coppelman
Marion Agnes Cotter
Francis Joseph Coughlin
George Frederick Coughlin
Frank Cover
Victor Hugo Crona
Thomas Francis Cummings
Daniel John Daley
Francis Richard Dalton
Mayo Atwood Darling
Charles Daum
Raymond Thomas Delaney
Edward Joseph Derosier
Caroline May Dickson
Katherine Margaret Dolan
Edward T. Donoghue
Jerome Gerard Donovan
Helen Cook Drake
Jack Irving Drew
Jacob Philip Drukman
Francis Henry Eaton
David Elfman
Gladys Marion Emerson
Max Esterman
Bessie L. Evans
Lillian Judith Evans
Anna Muriel Fine
Edward Fine
Abraham Albert Finkelstein
Louis Finn
Kathryn Fitzgerald
Thomas Patrick Flaherty
Jacob Fox
Hugh Donald Fraser
Samuel Gabriel Gallant
Earle Irwin Gallin
Edward Gans
Harold Myer Garber
Nathan Gass
Henry Sexton George
James Edward Gildea
William Ginsberg
George Albert Goldstein
Benjamin Joshua Golub
Andrew Burnett Goodspeed
Solomon Green
Harry Joseph Greenblatt
Ernest Anthony Harding
William Mark Harris
Richard Willis Hawkins, Jr.
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Roland Boyden Hoag
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Thomas Francis Hurley
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Allan Robert Kadetsky
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Joseph Stephen Kennedy
Otto Reinhold Herman Knopp
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Herbert Joseph Langlois
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Gladys Lauretta Leather
Grace Doherty Lucason
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Frank Jeremiah Mahoney
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Mary Margaret McCormack
Harry Miller
Charles Nelson Mintz
Philip William Mitchell
Charles Moran
Andrew Delancey Morse
Arthur Joseph Murphy
Charles Faustinus Murphy
Edward Joseph Murphy
Sibyl Ursula Murphy
Philip Hyman Newman
Clyde Martin Noble
Thomas Francis O'Brien
Paul Joseph Oswald
Kenyon Lauten Pease
Kermit Herman Perlmutter
Andrew Prendergast
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Joseph Francis Quinlan
Louis Razin
James Joseph Regan
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Leo Resnick
William Joseph Reycroft
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Arnold Sydney Rosenthal
Isedore Rosenthal
Myer Rubin
Julius Rudberg
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David Edward Shanahan
James Joseph Shea
John Alexander Shelton
Maxwell Alfred Sherman
Samuel Allen Sherman
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Joseph Harold Shriber
Victor Simon Silver
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Asa Martin Small
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Joseph Michael Sullivan
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Monica Ellen Short
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Willard Royce Terry
Frank Harlow Wildes

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Barr, Sidney	Roxbury
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Dolan, Thomas E.	Concord, N. H.
Domineau, James Wesley	Jamaica Plain
Drinkwater, Loren D.	Yarmouth, Me.
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Feldman, Isaac	Everett
Fenton, James J.	East Cambridge
Field, Fred T.	Hudson
Finck, Edward	East Boston
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Fishman, Reuben	Lynn
Fishman, Ruth	Cambridge
Fishman, William	Beachmont
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Foster, Abraham F.	Boston
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Massachusetts Institute of Technology	
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University of New Hampshire	
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Boston University	
Ginsberg, Herman D.	Roxbury
Girrior, Louis P.	Jamaica Plain
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Goldfarb, Etta	Brookline
Goldfine, David	Dorchester
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Leeds University, England	
Goldstein, Julius	Roxbury
Goldstein, Louis L.	Chelsea
Boston University	
Goodness, Joseph H.	Boston
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Gould, Caroline A.	Roxbury
Boston Normal School	
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Hansen, Catherine E.	Everett
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Hill, George S.	Newtonville
Hodges, Mildred E.	Malden
Simmons College, B.S.	
Hodson, Robert	East Boston
Massachusetts Institute of Technology, B.S.	
Holmes, Charles L.	Everett
Boston University	
Hourihan, Charles D.	Revere
Huberman, Joel M.	Allston
Isenberg, Hyman	Roxbury
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Katz, Max	Brookline
Boston University	
Kaufman, Harold	Mattapan
Kazer, Hyman I.	Dorchester
Kelly, John N.	Stoneham
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Knowles, Archibald M.	Roxbury
Kurland, James	Lynn
Boston University	
Landau, Etta	Mattapan
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Leland, Rodney M.	Northboro
Lerner, Maurice I.	Middletown, Conn.
Levenson, Arthur A.	Roxbury
Levenson, Martin	Roxbury

Levine, Joseph M. *Northeastern University*	Dorchester
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Libeman, Harold D.	Whitman
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Linehan, Thomas E.	Dorchester
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Macomber, Graham A.	Wollaston
Malfa, Antonio S.	Boston
Manning, Raymond L.	Brockton
Marcus, Harry A.	Dorchester
McKay, Verdi	North Chelmsford
McLaren, Henry P.	Westwood
McLeod, Donald S.	Winthrop
Meaker, Ralph S. *University of Illinois*	Barre, Vt.
Melnick, Arthur	Brookline
Michelson, Norman	Dorchester
Miller, Arthur C. *Boston University, B.B.A.*	Quincy
Milstein, Joseph	Watertown
Mosher, Karl T. *Mt. Allison University, A.B.*	Belmont
Mozes, Morris D. *Boston University, B.B.A.*	Malden
Murphy, Francis I. *Boston College, A.B.*	Cambridge
Murphy, Timothy J.	Dorchester
Naterman, Philip	Roxbury
Nee, Joseph F. *Tufts College, B.S.*	Wilmington
Needle, Hyman	Roxbury
Nelson, Conrad A.	Cambridge
Newman, Samuel	East Boston
Nissenbaum, David B.	Somerville
Norton, Paul L. *Northeastern University*	Brighton
O'Leary, John T. *Boston University, B.B.A.*	Dorchester
Pacifici, Albert M.	Somerville
Parker, Helen P.	Melrose
Paro, George P.	Melrose Highlands
Paro, L. Edward *Temple University* *Northeastern University, B.C.S.*	Winthrop
Patterson, Elinor J.	Chelsea
Pearl, Russell P. *Boston University*	Cambridge
Perett, Constantino A.	Medford
Perlis, Samuel	Dorchester
Perlmutter, Howard	Framingham
Perrino, Michael A.	Cranston, R. I.
Pickett, Raymond *Boston University*	Winthrop
Pompeo, Anthony	Medford
Powers, Paul L.	Lisbon Falls, Me.
Procopio, Louis D.	Roslindale
Quirico, Francis J.	Pittsfield
Rantoul, Robert *Harvard University, A.B.*	Cambridge
Reilly, Francis J. *Boston University*	Jamaica Plain
Reilly, George E. *Northeastern University, B.C.S.*	Wollaston
Rejo, Ernest D.	East Boston
Richardson, Edward C.	Medford
Riley, Mary	Brighton
Rittenberg, Henry M.	Roxbury
Roberts, Myrtle B. *Boston University, B.B.A.*	Boston
Rogosin, Abraham M.	Dorchester
Roseman, Isadore M.	Roxbury
Sahagen, Joseph *University of Colorado* *Boston University* *Harvard University, S.B.*	Everett
Savage, Lawrence G.	Boston
Schank, Erick O. *Northeastern University, B.C.S.*	Roslindale
Schuman, Isador, *Northeastern University*	New London, Conn.
Schwartz, Lewis B. *Boston University*	Newton
Schwartz, Reuben	Roxbury
Scipione, Arthur S.	Newtonville
Sears, Clark S. *Bowdoin College, B.A.* *Harvard University*	Danvers
Shapiro, Frank	Dorchester
Shapiro, Mendel	Lowell
Shapiro, Sydney H.	Springfield
Sheffer, Aaron L.	Roxbury
Sheppard, Richard C.	Everett
Shovelier, Basil F.	Belmont
Sidell, Harry	Cambridge
Sigilman, Irving G.	Boston
Silverman, Edward	Mattapan
Simon, Helen	Lawrence
Skobinsky, Abraham	Dorchester
Sokoloff, Morris J.	South Boston
Spellman, David	Dorchester
Spillane, Timothy J.	Brockton
Spring, Thomas J.	Dorchester
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Zintz, David	Winthrop
Ziskend, Leonard	Brookline

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Blinderman, Eugene	Dorchester
Blumberg, Ernest	Brockton

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Boston University
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Carolan, Alfred J. Roxbury
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Fishman, Julius Roxbury
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Friedberg, Herman Dorchester
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Boston University
Goding, James B. Jamaica Plain
West Virginia University
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Goldbin, Fannie L. Chelsea
Goldman, Abraham S. Dorchester
Goldsmith, Irving I. Dorchester
Goldstein, Max Mattapan
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Goren, Gertrude Dorchester
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Harmon, Samuel Dorchester
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Helmer, William F. East Dedham
Boston University
Hicks, Curtis L. Winthrop
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Forsyth Training School, D.H.
Jaguel, Morey Mattapan
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Karlin, Daniel Dorchester
Kaufman, Belle L. Roxbury
Kelley, Robert H. Woburn
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Kofman, Ethel Dorchester
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Boston University
Kugell, William H. Brookline
University of Pittsburgh
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Landau, Zelda Mattapan
Larkin, Leo J. Dorchester
LeBlanc, Edmund J. Boston
Lerner, Alfred Roxbury
Leshin, Goldie Dorchester
Levine, Irving New Britain, Conn.
Levine, Melvin J. Brighton
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University of Miami
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Mann, Gertrude C. Roxbury
Marchese, Vincent Newton
Margolin, Isador M. Dorchester
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McCarthy, John D. Malden
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McCarthy, Marie L. Dorchester
McCarthy, Roger J. Dorchester
McGuinness, John F. Dorchester
Boston University
McWilliams, Joseph B. T. Dorchester
Mines, Lester H. Fall River
Mooney, William E. Roxbury
Moreland, Donald W. Cambridge
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Morris, Edna M. Jamaica Plain
Moscone, Fred J. Arlington
Neiman, Louis Roxbury
Ober, Ralph Dorchester
O'Connor, Edward J. Arlington
O'Connor, Thomas P. Roxbury
Ostrov, Louis L. Boston
Ostrovsky, Samuel Everett
Packer, John Dorchester
Pappas, Helen L. Lynn
Parigian, George Lowell
Perlmutter, Lawrence J. Norwood
Pick, Lewis G. Belmont
Quaid, Blanche Boston
Ratzkoff, Abraham I. Roxbury
Boston University
Rembaum, Eli Winthrop
Richards, Stanley L. Lynn
Rimmer, David L. Everett
Rinkofsky, Samuel Dorchester
Robertson, Norman H. Stoneham
Boston University
Rosenbaum, Harry Dorchester
Boston University
Santry, Daniel S., Jr. South Boston
Schlesinger, Leonard Roxbury
Selya, Saul I. Brookline
Shapiro, Joseph Brookline
Shapiro, Nathaniel Roxbury
Boston University
Sheinkopf, Sidney Roxbury
Sideman, Max P. Lowell
Simon, Hyman G. Dorchester
Smith, Leslie G. Auburn, N. Y.
Springfield College
Snider, Coleman Roxbury
Sola, Dominic A. Chelsea
Solomon, Morris M. Framingham
Stein, Benjamin A. Dorchester
Stein, Jacob Chelsea
Boston University

Steiner, Walter W.	Roxbury
Steinfeld, Henry	Brookline
Stoller, Max A.	New Haven, Conn.
Strauss, Abraham *Brown University*	Peabody
Sullivan, Daniel J.	Dorchester
Sullivan, Julia T. *Boston University*	Roxbury
Swain, James G.	Newtonville
Swanfeldt, John T.	Somerville
Thurston, Gerald D.	Hyde Park
Traverse, Maurice A.	Boston
Triant, William	East Boston
Truesdale, David R.	Stoneham
Turetsky, David S.	Dorchester
Ucran, Irving L. *Tufts College*	Dorchester
Villone, William L.	Dorchester
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Waite, Mary Elizabeth	Ipswich
Webber, Wesley W.	Wollaston
Weinstein, Samuel M.	Dorchester
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Black, Nathan	Malden
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Brouillette, Joseph A. *Georgetown University*	West Newton
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Burke, John Wm.	South Boston
Cammarata, Antonio	Boston
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Carroll, Daniel E.	Chelsea
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Casson, Louis H.	Dorchester
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Cline, Leo	Mattapan
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Cobb, Franklin S. *Boston University*	Nantasket
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Coleman, Walter F. *Bentley School of Accounting and Finance*	Somerville
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Crowe, John F.	Melrose Highlands
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Davis, Abraham	Roxbury
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Ellsworth, Edwin J.	Medford
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Faraci, Salvatore	Haverhill
Farber, Isidore	Lawrence
Farrell, Arthur C.	Chelsea
Fay, Philip *Boston College* *University of Virginia*	Boston
Fenn, Bernard	Boston
Ferrara, Francis J.	Attleboro
Flynn, George F.	Dorchester
Fowler, Dorothy	Brighton
Francis, Lee E.	Watertown
Frank, Harry P.	Dorchester
Gaffer, Samuel W.	Roxbury
Gallagher, Leo B.	Dorchester
Gove, Jesse H.	Allston
Green, Edward M. *Northeastern University*	Roxbury
Grieco, Angelo	East Boston
Gurvitz, Saul	Dorchester
Hammill, Hugh R.	Watertown
Hammill, John B., Jr.	Watertown
Hansen, Edwin *Northeastern University*	Dorchester
Harper, Ralph C. *Bentley School of Accounting and Finance*	Medford
Harris, Robert S. *Harvard University, A.B.*	Springfield
Hodder, Clark *Harvard University, A.B.*	Framingham
Holmstrand, Nils M.	Newton
Hovnanian, Ohannes	Lawrence
Howard, Theodore R. *Dartmouth College, A.B.*	Walpole
Hutchinson, Edward A.	Dorchester
Johnson, Roland W.	Winthrop
Jordan, Esther	Boston
Katz, Jacob	East Boston
Katz, Theodore	Mattapan
Keane, William M.	Lynn
Kelleher, John F. *Boston College* *Notre Dame University, M.A.*	Cambridge
Key, Thomas E.	Winthrop
Khoury, Shukry E.	Boston
Kimball, Maurice *Boston University, B.B.A.*	Salem
Kline, Morris A. *Northeastern University*	Dorchester
Koss, Harry L. *Tufts College, B.S.*	Revere
Krinsky, Samuel D. *City College of New York*	New York, N. Y.
Lander, Samuel K.	Brookline
Lapon, Leo	Roxbury
Larcom, Gordon D. *Bowdoin College, B.S.*	Dedham
Lawrence, Stephen T.	Lynn
Leach, Charles F.	Waban
Leach, Thomas J., Jr.	Brookline
Leake, Clifton S.	Wollaston
Lederman, Robin	Brockton
Leopold, Morris L. *New York University* *University of New Hampshire, B.S.*	Portchester, N. Y.
Levy, Samuel *Boston University*	Cambridge
Lewis, Arthur E. *Boston University, B.B.A.*	Somerville
Lundquist, Robert E.	Roslindale

Madden, Pauline E.	Jamaica Plain
Boston Teachers College	
Maffei, Vincent	East Boston
Mannarino, John R.	Medford
Marlowe, Anthony B.	Providence, R. I.
Martin, Nicholas	Brookline
Mazer, Max S.	Cambridge
McAlevy, Ernest B.	Brookline
Brown University, Ph.B.	
McCabe, Charles J.	Providence, R. I.
McCarthy, John F., Jr.	Dorchester
McGranahan, Harvey S.	Malden
McKenna, Daniel P.	Dorchester
McLaughlin, Vincent A.	Dorchester
Milhender, Edward L.	Roxbury
Mordis, Robert R.	Natick
Moretsky, Samuel A.	Chelsea
Morin, Maurice A.	Brunswick, Me
Bowdoin College, A.B.	
Morton, Louis	Boston
Morton, William D., Jr.	South Boston
Harvard University, A.B.	
Murphy, John M.	Quincy
Nalibow, Joseph	Dorchester
Nash, Helen E.	Westboro
Boston University, B.B.A.	
Nelson, Rubin R.	Roxbury
Novoson, Jack M.	Roxbury
Odel, Arthur	Lowell
O'Donnell, Bernard J.	Northampton
Ohnemus, Clifford A.	Waltham
University of Maine	
O'Regan, Morgan J.	Quincy
Orenberg, Philip B.	Dorchester
Ostergren, Frederick V.	Mattapan
Holy Cross College	
Pallotta, Gori L.	Lynn
Parker, Raymond D.	New Haven, Conn
Parks, Dana, Jr.	Newton
Perlman, Herman B.	Pittsfield
Pierce, Melvin G.	Arlington
Northeastern University, B.E.E.	
Pond, Warren L.	Milton
Boston University	
Quirk, William M.	East Milton
Rabbitt, Thomas J.	Vineyard Haven
Reed, Paul A.	West Roxbury
Ribock, Nathan H.	Chelsea
Boston University	
Richmond, Vera L.	Pittsfield
Robertson, Donald O.	North Abington
Boston University	
Robinson, Albert I.	Dorchester
Rogosa, George A.	Lynn
Ronan, John A.	Boston
Bently School of Accounting and Finance	
Rosenzweig, Selma G.	Roxbury
Rowell, Byron A.	Hudson, N. H.
Boston University	
Rudnick, Florence B.	Brookline
Barnard College	

Russo, Angelo M.	Jamaica Plain
Ryan, John J.	Roxbury
Ryter, William J.	Dorchester
Salon, Samuel L. S.	Mattapan
Sample, Dirrell D.	West Somerville
Tufts College, B.S.	
Saunders, Marion	Winthrop
Schlossberg, Sydney	Roxbury
Scotch, Harry H.	Mattapan
Scott, Peter	Manchester
Bowdoin College, A.B.	
Segal, Paul P.	Dorchester
Segall, Howard A.	Brookline
Shapiro, Irving	Mattapan
Shapiro, Louis	Cambridge
Short, Philip	Roxbury
Siegel, Nathan	Medford
Silk, Leo	Boston
Silverman, Albert	Brookline
New York University	
Snyder, Carl	Dorchester
Sobelman, Nathan	Dorchester
Boston University	
Stern, Morris	Roxbury
Strachman, Hyman J.	Roxbury
Sugar, Sidney M.	Roxbury
Tarlow, Barnet	Salem
Boston University	
Teich, Julius R.	Chelsea
Thomson, Roderick E.	Dedham
Tobman, Morris L.	Roxbury
Tracy, Bernard T.	Roxbury
Traverse, Paul V.	Somerville
Troiano, Dominic J.	Bristol, R. I.
Victoria, John A.	Bristol, R. I.
Wall, Kathryn H.	Belmont
Wallace, Frank J.	Dorchester
Walsh, William T.	West Roxbury
Ward, William H., Jr.	Watertown
Harvard University	
Boston University	
Weiss, Henry M.	Brighton
Whiton, Kenneth E.	East Weymouth
Harvard University	
Wilson, William H.	Dorchester
Bentley School of Accounting and Finance	
Wintzwig, Henry	Beachmont
Boston University, B.B.A.	
Wishnow, Samuel	Dorchester
Wolfson, Benjamin	Dorchester
Woolfson, William L.	Malden
Yaffe, Nathan	Dorchester
Yagjian, George R.	Roxbury
Yarrow, Joseph R.	Mattapan
University of Maine	
Tufts College, B.S.	
Harvard University	
Zakon, Dexter	Roxbury
Tufts College, B.S.	
Zangwill, David J.	Roxbury
Boston University	

Class of 1935

Abodeely, George F.	Lowell
Alexander, Donald C.	Lowell
Alperen, Max	Chelsea
Alpert, Julius H.	Chelsea
Alpert, Louis D.	Winthrop
Boston University	
Amer, Maurice B.	Roxbury
Anderson, Herbert D.	Reading
Anselmo, Vanda C.	West Medford
Astle, Thomas F.	Dorchester
Avola, Alexander A.	East Boston
Bachorowski, Joseph S.	Salem
Barber, Amerigo	Lynn
Barger, Howard D.	Holyoke

Barry, Francis G.	Brighton
Beals, George D.	Marshfield
Northeastern University, B.C.S.	
Bear, Joseph	Brighton
Northeastern University, B.C.S.	
Beatrice, James A.	East Boston
Beggelman, Arthur	Roxbury
Beigel, Morton M.	Roxbury
Bell, Etta	Roxbury
Teachers' College	
Bemis, Casper C.	Chesham, N. H.
Bender, Benjamin	Dorchester
Beninghof, William J.	Roxbury
Berman, Arthur L.	Norwood

Bernhardt, Leonard *Boston University*	East Boston
Black, Minna E.	Mattapan
Bloom, Meyer	Boston
Bonfeld, Leo	Malden
Bornbaum, Bernard	Chelsea
Bornstein, Esther L.	Cambridge
Bornstein, Samuel W.	Chelsea
Bostwick, Harry L.	Brighton
Brennan, James E.	Chelsea
Brickel, John	Mattapan
Brodie, Roy N.	Stoneham
Brown, Arthur *Boston University*	Winthrop
Bruya, Carlton D.	Boston
Burns, James F.	Arlington
Burns, Paul A. *Middlebury College, A.B.*	Williamstown
Butler, Edward J. *Boston University, B.B.A.*	Auburndale
Butler, Milton J.	Dorchester
Callahan, Mildred P.	Medford
Carmen, Theodore F.	Boston
Cassidy, Anthony J.	Brookline
Chase, Frederick R.	Newtonville
Checkoway, Max M.	Newburyport
Cicchetti, Albert M.	Beverly
Clare, Daniel F.	Dorchester
Cohen, Isadore J.	Boston
Colson, Douglas H.	Roxbury
Conte, John	Providence, R. I.
Cook, Lewis C. *Michigan State College, B.S.*	Owosso, Mich.
Corbett, Leonard A.	Roxbury
Cornellier, Charles H.	Ayer
Corso, Joseph S.	South Boston
Cotton, Leo *Northeastern University, B.C.S.*	Dorchester
Covin, Samuel	Brookline
Daly, John F., Jr.	Cambridge
Davis, Harry C. *Boston University*	Brighton
Dawson, George A.	Methuen
Donaldson, James B. *Bowdoin College*	Salem
Dulaney, Pamelia *State University of Iowa, B.A.*	Boston
Dunkle, Horace E., Jr. *Boston University, B.B.A.*	Boston
Edesess, Max	Roxbury
Etherton, Seddon L. *Harvard University, A.M.*	Cumberland Mills, Me.
Faber, Herbert C.	Lowell
Farrell, John F.	Dorchester
Ficksman, Samuel N.	Chelsea
Fine, Charlotte	Roxbury
Finkel, Leon	Kenberma
Fishtine, Louis	Dorchester
Flashman, Sidney J.	Malden
Foley, David, Jr.	Arlington
Foley, Mary Elizabeth	Jamaica Plain
Forbes, Donald S.	Boston
Forman, Samuel	Roxbury
Foster, Hyman	Roxbury
Fowler, Ralph R.	Haverhill
Fraser, George A. *St. Xavier University*	Boston
Fraticelli, Pasquale	East Boston
Freedman, Henry	Mattapan
Freedman, Max *Bentley School of Accounting and Finance*	Dorchester
Fuller, Clarence W.	East Walpole
Gaffer, Joseph H.	East Boston
Galetsky, Nathan	Boston
Gan, Benjamin	Lowell
Giffin, Stanley A.	Lowell
Gilbert, Moses B.	Brookline
Gillespie, William E.	Brighton
Gilman, Louis M.	Dorchester
Ginsberg, Rose L.	Roxbury
Goldberg, Albert J.	Malden
Goldman, Augusta	Dorchester
Goldman, Samuel H.	Revere
Good, Charles J.	Cambridge
Gordon, Morris	Dorchester
Gorin, Paul	Chelsea
Gould, Charles H. *Boston University*	Boston
Greenfield, Harry R.	Chelsea
Gregg, Carl S.	Boston
Grover, Jack E.	Roxbury
Hager, Richard H.	West Roxbury
Hale, Clarence D.	Somerville
Hall, Charles Albert	East Hampton, Conn.
Hammond, Charles E.	Waltham
Harris, Frank K.	Stoughton
Hatch, Howard E.	Amesbury
Higgins, Robert P. *Boston University*	Somerville
Hollingworth, Harold E.	Dracut
Holmes, George F.	Brookline
Holmstrom, Toivo A.	Jamaica Plain
Hoover, Herbert E. *University of Nevada*	Belmont
Horlick, Samuel L.	Brooklyn, N. Y.
Hulak, Murray G.	Chelsea
Humphrey, Charles E. *Harvard University, S.B.*	Dorchester
Hunt, Edward C. *Bentley School of Accounting and Finance*	Boston
Hurld, John J.	South Boston
Hurley, Jeremiah J.	Roxbury
Hurwitz, Herman M.	Newton
Isaacson, Harry A.	Dorchester
Jackym, Sally R.	Lawrence
Jacobs, Reginald F. *Massachusetts Institute of Technology, S.B.*	Jamaica Plain
Johnson, Philip E. *Colgate University, B.A.*	Worcester
Joyce, J. Herbert	Roxbury
Kalikow, Joseph	Lynn
Kaplan, David	Dorchester
Kaplan, Jacob	Dorchester
Katzeff, Zelda	Brookline
Katzen, Jacob I.	Chelsea
Kemler, Irving	Revere
Koltunsky, Harry	Chelsea
Kopans, Julius	Roxbury
Krotman, Sally	Mattapan
Large, Howard I. *Northeastern University*	Dracut
LeCain, James M. *Tufts College, B.S.*	Quincy
Lederman, Louis *Northeastern University, B.C.S.*	Brighton
Lee, Harrison O.	Boston
Lefkovith, Max	Roxbury
Leonardi, F. Thomas	Roxbury
Levin, Harold L. *Harvard University, A.B.*	Brookline
Levy, Sydney S.	Boston
Lichman, Harry *Boston University*	Keene, N. H.
Lieberson, Samuel	Mattapan
Lipson, Norman	Dorchester
Lipson, Paul	Pittsfield
Livingstone, Helen B.	Cambridge
Lochman, William F.	Cambridge
Lorente, Kenneth E. T.	Swampscott
Lynch, Irene K.	West Somerville
MacDonald, Russell J.	Roxbury
MacDonald, William F.	Jamaica Plain
MacLennan, Hugh R.	Ashmont
Mahan, James F.	Lowell
Maiellano, Alphonso L.	Winthrop

Marcus, Irving	Winthrop
Martignette, Charles G. *Northeastern University*	Somerville
Martin, Stanley	Haverhill
Matross, Arthur A.	Mattapan
Matross, Mildred	Mattapan
McDevitt, Francis J. *Boston University, B.B.A.*	Jamaica Plain
McGrath, Thomas P.	Roxbury
McKenney, Melvin A.	West Roxbury
McMahon, John G.	Quincy
McMorrow, John J. *Boston University* *Northeastern University*	Lawrence
McNeil, Joseph J.	Albany, N. Y.
Meltzen, Harry	Roxbury
Mendelewitz, Arthur	Roxbury
Mifflin, James M.	Medford
Miller, Arnold F.	East Boston
Minichiello, Henry P.	Haverhill
Montgomery, Arthur B. *Boston University, B.B.A., M.B.A.*	Watertown
Moss, Ben H.	Chelsea
Mossberg, Ludwig B.	Waltham
Mullaney, Henry W. *Harvard University* *Northeastern University*	Dorchester
Mulloney, Gerard J.	Boston
Murphy, John H. *Georgetown University*	Hyde Park
Murphy, William J.	Everett
Murray, James E.	Somerville
Nataupsky, Sydney	Chelsea
Nathanson, Gabriel M.	Roxbury
Needle, Philip	Roxbury
Needle, Robert	Roxbury
Newell, Wilfred L.	Watertown
Nobile, Joseph A. *Harvard University, A.B.*	Boston
Ogasapian, Joseph J.	Arlington
Palmer, Marion D.	Danvers
Pashalian, Tiran H. *Baldwin-Wallace College, B.A.* *University of Maine, M.A.*	Watertown
Paul, Harry	Brighton
Place, Ernest L.	Stoneham
Plant, Michael J.	West Quincy
Platt, Isadore	Boston
Polinsky, Saul	Roxbury
Priest, John L. *Harvard University, A.B.*	Brookline
Queeney, Francis R.	Roslindale
Rae, Arthur N.	Jamaica Plain
Reilly, John J.	Roslindale
Reynolds, Arthur R. *Massachusetts Agricultural College* *Boston University*	Hudson
Ricci, Anthony G.	Everett
Richmond, Edward	Roxbury
Roche, Anthony M.	Harvard
Rose, William P.	Mattapan
Rosen, David *Northeastern University*	Milford
Rosenberg, Hilda C.	Roxbury
Rosenthal, Morris	Paragould, Ark.
Ross, Henry	Chelsea
Roy, Philip L.	Salem
Rubin, George M.	Roxbury
Rubinovitz, Ralph A.	Dorchester
Ruthfield, Max	Dorchester
Rutman, Lawrence A	Dorchester
Sadur, Simon S.	Chelsea
Sandler, Sylvia	Dorchester
Satz, Morris	Revere
Sayer, James A., Jr. *University of New Hampshire*	Salem
Schatz, Samuel	Dorchester
Schneider, Joseph	Chelsea
Schultz, Helen M.	Newtonville
Sclafani, Pasquale	Boston
Scotti, Walter W.	East Boston
Seaver, George R.	Arlington
Segal, Harold	East Boston
Segool, Harold	Boston
Seyfarth, Ernst O. E. K	Boston
Sheff, Sydney J.	Roxbury
Sheinsohn, Laurence	Winthrop
Short, Max	Mattapan
Shrier, David F.	Roxbury
Singer, Samuel M.	Sharon
Sklar, Herbert P.	Dorchester
Smith, Clendon M.	Boston
Snyder, Detlev E. E. H.	Medford
Spear, Ralph S.	Everett
Specter, Sidney C.	Cambridge
Speigel, Morris	Roxbury
Spigel, Abraham A.	Roxbury
Stamatopoulos, Peter N.	Cambridge
Sternburg, Arthur	Brighton
Stone, Arthur	Chelsea
Strauss, Walter *Drexel Institute, B.S.*	Providence, R.I.
Sullivan, Daniel J.	Plymouth
Sullivan, Margaret	Boston
Sullivan, Nelson O.	Dedham
Tallen, Morton L.	Winthrop
Tardif, Mary M. *Boston University, B.B.A.*	East Braintree
Tatelbaim, Julius	Mattapan
Tatelman, Harry H.	Mattapan
Taymore, Maynard	Chelsea
Troupe, Gordon S.	Quincy
Walker, George A. *Western Reserve University*	Cleveland, O.
Warshaw, Leo	Dorchester
Wasserman, Samuel	South Boston
Wax, Louis M.	Arlington
Weiner, George C.	Boston
Weitzman, Elihu	Boston
Welsh, Gilman P. *Tufts College, B.S.*	Mattapan
Wester, Theodore A.	Watertown
Whetton, John J.	Needham Heights
Whitehouse, Victor E.	Wollaston
Willis, Lester *Boston University*	New Bedford
Wiltse, Homer G. *University of Nebraska, B.S.*	Falls City, Nebr.
Winet, Jacob P.	New Bedford
Wingersky, Melvin F.	Brookline
Wragg, William H.	Needham Heights
Yosovitz, Abraham	Roxbury
Yule, Edgar D.	Quincy
Zaff, Fred	Roxbury
Zatsky, Max	Dorchester

Irregular Students

Anthony, Julian D. *Wesleyan University, B. S.*	Brockton
Barrett, Michael J.	Dorchester
Burgess, Stuart C. *Cumberland Law School, LL.B.*	North Weymouth
Donahey, Arthur H., Jr. *Harvard University, A.B.*	Dorchester
Ferris, Donald R. *Cornell University, M.E.*	Beverly
Furber, Howard N. *Boston University, B.B.A.*	Melrose
Hazard, Colton D. *Harvard University, A.B., M.B.A.*	Jamaica Plain
Healey, Melvin	Lynn

Hurley, Daniel J. Roslindale
Harvard University, A.B., M.D.
Jackson, Julian E. Belmont
Coe College, A.B.
University of Wisconsin
Harvard University, M.B.A.
Killion, Florence M. Dorchester
Boston Teachers' College
Koch, Elmer E. Clay Centre, Kansas
University of Nebraska, B.S.
Maker, Annie J. Stoneham
Roanoke College, B.A.
Matson, Eva E. Fitchburg
Paull, Julia A. Brockton
Perin, George L. Brookline
Harvard University, S.B., M.B.A.
Ranlett, Lloyd A. Stoneham
Robinson, Florence T. Boston
Sanford, Mildred C. Medford
Snider, Claude F. Hopedale
University of Washington
Washington College of Law, LL.B.
Stimpson, Edward S. Chestnut Hill
Harvard University, S.B.
Warren, Percy Weston
Williams College, B.A.
Harvard University, M.B.A.

SPRINGFIELD DIVISION

Class of 1932

Bardach, Lloyd S. Springfield
Cohen, Irving M. Springfield
Farrell, John V. Springfield
University of Pittsburgh
Flynn, Hugh G. Westfield
Friedman, Edwin S. Springfield
Friedman, Henry Springfield
Greenspan, Samuel Holyoke
University of Pennsylvania, B.S.
Hopkins, John E. Palmer
Hunter, Charlotte L. Springfield
Keach, Ray R. Springfield
Lovett, Walter J. Springfield
Lynch, Edgar R. Holyoke
Moss, Alice C. Chicopee
Murray, Troy T. Springfield
Ohlson, Winfield E. Springfield
Brown University, Ph.B.
Harvard University
O'Malley, John M. P. Springfield
Orell, Walter R. Springfield
Rogers, Arthur M. Springfield
Simons, Saul Springfield
Smith, Wayne C West Springfield
Squier, Leonard K. Springfield
Stahl, Norman S. Springfield
Northeastern University
Vogt, Arlene E. Springfield

Class of 1933

Aaron, A. Allen Springfield
University of Pennsylvania, B.S.
Bauch, Carl L. Springfield
Belsky, Goldie Holyoke
Bozenhard, Robert W. West Springfield
Northeastern University
Carpenter, Leslie A. Monson
Northeastern University, B.C.S.
Coleman, Margaret C. Springfield
Connor, William K. Springfield
Dickinson, Arthur J. Springfield
Finklehoff, Sybl C. Springfield
Fisher, Harold W. Chicopee
Haberman, James C. Springfield
Clark University, A.B.
Harrigan, Michael J., Jr. Springfield
Hill, Marian E. Springfield
Tufts College, D.H.
Hourihan, John B. Springfield
Northeastern University
Landry, Norman D. Thompsonville, Conn.
Lerner, Herbert Chicopee
McGill, John T. Holyoke
McMahon, Cornelius T., Jr. Westfield
Marcuson, Milton Springfield
Poire, Claire Y. Chicopee
Shea, Philip J. Indian Orchard
Smith, Norman T. West Springfield
Colgate University, B.S.
Smith, Frank W. Palmer
Schmidt, Andrew P. Holyoke
Zaremba, John P. Chicopee
Zeo, Nicholas W. Jr. Springfield
Northeastern University

Class of 1934

Gainley, Grace L. M. West Springfield
Mahoney, Daniel J. Springfield
O'Connell, Raymond F. Springfield

Class of 1935

Akerley, Elma C. Thompsonville, Conn.
Albert, Herman S. Springfield
Northeastern University
Cohen, Justin Springfield
Northeastern University
Cullen, William J. Westfield
Dean, Henry W. Holyoke
Dunn, Walter J. Springfield
Emery, Arthur L. Springfield
Godon, Roland N. Holyoke
Hechler, Sydney B. Springfield
Lynch, Harry F. Springfield
Moriarty, Donald L. Northampton
Massachusetts Institute of Technology, B.S.
Paroshinsky, Gerald J. Springfield
Richmond, William Springfield
Rosenblum, Arthur J. Springfield
Springfield Engineering Institute
Schaffer, Louis Springfield
Sullivan, John B. Springfield
Notre Dame University, A.B.
Therieau, Francis R. Springfield
Walsh, Daniel M., Jr. Springfield
Holy Cross College, A.B.
Harvard University

Class of 1936

Abrams, Samuel S.	Springfield
Bailey, William J.	Springfield
Bistany, Victor	Northampton
University of Richmond	
Boduck, Blanche E.	Indian Orchard
Brew, William E.	Westfield
Buynicki, William E.	Westfield
Colwell, Florence P.	Springfield
Cooley, Sidney M.	Springfield
Colbert, John F.	Springfield
Costello, William T.	Springfield
Crimmins, Daniel W.	Palmer
St. Anselm's College	
Holy Cross College, A.B.	
Desrosiers, Henry A.	Springfield
Eaton, Raymond A.	Springfield
Falvey, John J.	Holyoke
Flahive, Maurice J.	Holyoke
Francesconi, Tullio A.	Springfield
Garvey, James D.	Belchertown
Hodskins, Richard B.	Springfield
Williams College, B.A.	
Kammerman, William	Springfield
Kane, Edward H.	Ludlow
Kilburn, James P.	Springfield
Lynskey, John R.	Holyoke
Lyons, Grace F.	Springfield
Moore, William W.	Springfield
Hampden-Sydney College	
Noble, Mary A.	Westfield
Bryn Mawr College, A.B., A.M.	
Yale University, Ph.D.	
O'Dea, Edward J.	Northampton
O'Neill, Daniel J.	Springfield
Holy Cross College, A.B.	
Riordan, John J.	Indian Orchard
Ripley, Wallace M.	Wilbraham
Scanlon, Mary J.	Springfield
Stepno, Norman L.	Holyoke
Torrey, Jason W.	Easthampton
Tremonti, Vincent F.	Springfield
Fordham University	
White, Carl W.	Thompsonville, Conn.
New Hampshire State University	

WORCESTER DIVISION

Class of 1932

Brennan, Fred J.	Worcester
Clark University	
Brown, Harold E.	Worcester
Ciborowski, Stella A.	Worcester
Delaney, James V.	Marlboro
Doran, Francis	Worcester
Holy Cross College	
Dunbar, Rufus B.	Paxton
Gentsch, Walter H.	Clinton
Hunt, Stanley Wallace,	Worcester
Worcester Polytechnic Institute	
Clark University	
Brown University	
Jasper, Myer G.	Worcester
Harvard University	
Leahy, Joseph Francis	Worcester
Holy Cross College	
Lynch, Joseph P.	Marlboro
LaFrance, Arthur Albert	Hudson
McCabe, Edward J.	Worcester
McDonald, Allen W.	Worcester
McGrail, John Patrick	Clinton
Holy Cross College	
Morrison, Thomas C.	Clinton
O'Connell, William Thomas	Worcester
Holy Cross College	
Pierce, Dorcas Elizabeth	Worcester
Reilly, Frank	Worcester
Rudis, Josephine J.	Worcester
Shattuck, Russell Ralph	Boylston
Shea, John M.	Worcester
Holy Cross College	
Slattery, William G.	Webster
Walker, Henry Corbin	Upton

Class of 1933

Amor, Paul	Gardner
Amherst College	
Carey, Donald	Worcester
Conlin, James Leo	Hudson
Gilrein, James L.	Worcester
Hillman, Louis Devond	Worcester
Kohl, John B.	Worcester
University of Wisconsin	
Lichtenfels, William C.	Worcester
Morse, Manuel	Worcester
Mullan, John J., Jr.	Worcester
Holy Cross College	
Murphy, Mabel Fellows	Worcester
Newman, Morris	Worcester
Harvard University	
O'Leary, Joseph H. R,	Worcester
Ouellette, Gertrude A.	Southbridge
Boston University	
Sullivan, Richard M.	Lawrence
Villanova College	
Yagjian, Zabelle P.	Worcester
Young, Marcellus G.	Gardner

Class of 1934

Baram, Harry	Woonsocket
Boorky, Harry E.	Worcester
Cairns, Hugh	Worcester
University of Saskatchewan	
Creamer, John Francis	Worcester
Holy Cross College	
Dooling, Thomas Myles	Fitchburg
Holy Cross College	
Boston University	
Harvard University	
Fahey, James P.	Worcester
Gaffin, Samuel	Worcester
Hackett, Leslie A.	Southbridge
Ham, Nellie F.	Worcester
Simmons College	
Plante, Robert H.	Worcester
Peterson, Mildred A.	Worcester
Rogers, Katherine Marie	Worcester
Silverman, Samuel	Worcester
Clark University	
Spillane, John Joseph	Worcester
Holy Cross College	
Tashlitsky, Solomon	Worcester
Werner, Raymond Edward	Shrewsbury
Warren, Charles	Stow
Worcester Polytechnic Institute	
Werme, Harry Alfred	Worcester
White, Paul Richard	Leominster

Class of 1935

Argoff, Arthur — Worcester
Arnold, Philip — Petersham
University of Maine
Bell, George C. — Worcester
Bonnalli, Andrew M. — Fitchburg
Burnett, Edward L. — Worcester
Clark University
Carroll, Isabella G. — Worcester
Ford, Martin Joseph, Jr. — No. Uxbridge
Clarkson, Frank B. — Worcester
Dartmouth College
Dillon, Thomas F. — Worcester
Holy Cross College
Dowd, Elias — Worcester
Northeastern University
Finkel, Benjamin R. — Worcester
Franklin, Ben — Worcester
Ginkus, Joseph C. — Worcester
Holy Cross College
Goddard, Roscoe H. — Worcester
Tufts College
Glavin, Jeremiah G. — Worcester
Ontario Agricultural College
Goldstein, Morris — Worcester
Northeastern University
Joyce, Margaret M. — Worcester
Melican, Mary Agnes — Worcester
McDermid, Leon — Worcester
McGurl, Eugene — Worcester
Northeastern University
MacLennan, Charles — Millbury
Worcester Polytechnic Institute
Northeastern University
Miller, Eileen Mae — Worcester
Mount Holyoke College
Clark University
Northeastern University
Namen, Gabriel A. — Worcester
Twiss, Francis R. — Worcester
Palmer, Richard B. — Fitchburg
Holy Cross College
Quinn, Helen Derham — Whitinsville
Emerson College
Redican, James J. — Worcester
Holy Cross College
Rowe, William E. — Marlboro
Rauha, William M. — Millbury
Worcester Polytechnic Institute
Schultz, Milton M. — Worcester
Worcester Polytechnic Institute
Starbard, Evelyn E. — Worcester
Sutherland, Carl D. — Auburn
Swenson, Edward R. — Worcester
Tivnan, Joseph F. — Worcester
Northeastern University
Toley, Andrew A. — Worcester
St. Mary's College, Michigan
Toomey, John A. — Worcester
Holy Cross College

PROVIDENCE DIVISION

Class of 1932

Arcaro, Harold — Providence
Bennett, Edmund J. — North Providence
Brown University, Ph.B.
Briggs, Ralph L. — Conimicut
Capone, Lucien — Bristol
Brown University
Gates, Curtis W. — Pawtucket
Rhode Island State College, B.S.
Gory, Philip A. — Providence
Higgins, Charles A. — Providence
Johnson, Carlton — Taunton, Mass.
Magnant, Joseph E. — Hamilton
Holy Cross College, A.B.
Mulligan, J. Raymond — Woonsocket
Perlman, Nathan — Providence
Ryan, Thomas F. — Woonsocket
Shea, Joseph — Valley Falls
Rhode Island State College
Shorr, Morris — Woonsocket
Solinger, Joseph B. — Providence
Toomey, Charles T. — Johnston

Class of 1933

Ayotte, Gaston A. — Woonsocket
Barad, Frank W. — Providence
Bird, Francis J. — Attleboro, Mass.
Daignault, Clarence A. — Woonsocket
Gonnella, Robert — Providence
Feinberg, Saul E. R. — Providence
Flaherty, Leo J. — Woonsocket
Haggerty, Bernard E. — Pawtucket
Hopkins, Byron F. — Foster
Kirshenbaum, Isidore — Providence
Lanthier, Albert — Providence
LaSalle, A. Norman — Pawtucket
R. I. College of Pharmacy, Ph.G.
Lennon, Clement E. — Providence
McBurnie, John T. H. — Providence
Mainelli, Joseph — Providence
Porter, William J., Jr. — Providence
Roberts, Edwin F. — Providence
Shaw, Frank A., Jr. — Pascoag
Steere, Ronald S. — Providence
Stein, Harold M. — Providence
Tierney, John J. — Providence
Skinner, Frederick S. — Providence
University of North Carolina
U. S. Military Academy

Irregulars

Conte, John, Jr. — Providence
DelSesto, Crescenzio L. — Providence
Hagan, John A. — Providence
Georgetown School of Law, LL.B.
McSoley, Joseph F. — Providence

SUMMARY OF STUDENT BODY

	Boston	Springfield Division	Worcester Division	Providence Division	Total
Class of 1936	0	34	0	0	34
Class of 1935	266	18	36	0	320
Class of 1934	180	3	19	0	202
Class of 1933	171	26	16	22	235
Class of 1932	200	23	24	16	263
Irregular Students	22	0	0	4	26
	839	104	95	42	1,080

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18356

Application
Accepted by

____

Date________________

Northeastern University

SCHOOL OF LAW

312 Huntington Avenue, Boston, Mass.

APPLICATION FOR ADMISSION

Date..........................

To the Dean:

I (Print name in full)...

desire to apply for admission to the School of Law. The Matriculation fee is enclosed. I understand that this fee is not refundable. I wish to enter with the class beginning......................................193....
(month)

Note: The Applicant should answer fully each item on both sides of this form.

Address while attending School..............................Street, City...............State.............

Home address...................................Street, City...............State.............

Place of birth......................Date of birth.............Age.........years.........mos..........

Name and address of parent or guardian if under 21 years of age.......................................

....

Birthplace of Father.....................................Birthplace of Mother.........................

Are you a citizen of the United States?...

Education: — School above grammar grade. (If attendance at a University, please designate both the University and the School.)

Name of School	Location — Give Address	Check Years Attended				Date Left	Date of Graduation	Degree if any
		1	2	3	4			

References: — Name two mature, responsible persons other than students or relatives:

Name.......................................Address.......................................

Name.......................................Address.......................................

(OVER)

(For office memoranda only)

Recommended for admission as a Regular, Special student...

Approved.......................................   ....
Executive Secretary   Registrar

..............................193...   ....193...

Have you been a student in any other school of Northeastern University (including the Lincoln Institute and the Lincoln Preparatory School)? Check: Yes............No.......... If so, give school and years in which you were in attendance..

State how you first learned of Northeastern University School of Law..

....

Give name and address of person who recommended that you enter the School of Law........................

Present Employer..

Address....................................Street, City..........................State............

Occupation...

Former Employer..

Address..

Occupation...

If admitted do you plan to complete the four-year curriculum and qualify for the degree?....................

If not, what special courses do you desire?...

Do you plan to enter the practice of law?...

If not, what is your purpose?..

Have you ever been complained of, indicted for, or convicted of any violation of the law? If so, state facts fully, giving disposition of each charge, and reference to the court record or supply a copy........................

....

....

....

All statements made *by me in this application* are accurate and complete to the best of my knowledge and belief.

Signed...
(Usual Signature)

GIFTS AND BEQUESTS

Northeastern University will welcome gifts and bequests for the following purposes:

(a) For the completion of its Building Program.

(b) For general endowment.

(c) For specific purposes which may especially appeal to the donor.

While it is not necessary, it would be appreciated if those contemplating gifts or bequests would confer with the President of the University regarding the University's needs before legal papers are drawn.

NORTHEASTERN UNIVERSITY

DAY SCHOOLS

SCHOOL OF ENGINEERING

Conducted in Boston Only

Curricula in Civil, Mechanical, Electrical, Chemical and Industrial Engineering, leading to the degree of Bachelor of Science. Conducted in co-operation with engineering firms. Students earn while they learn.

SCHOOL OF BUSINESS ADMINISTRATION

Conducted in Boston Only

Curricula in Accounting, Banking and Finance and Business Management leading to the degree of Bachelor of Science. Conducted on the Co-operative Plan. Students earn while they learn.

EVENING SCHOOLS

SCHOOL OF LAW

Conducted in Boston: Divisions in Worcester and Springfield

Curriculum leading to the degree of Bachelor of Laws. Preparation for the bar examinations and for the practice of the law. Case method of instruction. Co-educational.

SCHOOL OF BUSINESS

Conducted in Boston: Divisions in Worcester, Springfield and Providence

Curricula in Accounting, Business Administration, Law and Business and Applied Science, leading to the degrees of Bachelor of Business Administration and Bachelor of Commercial Science. Graduate program leading to the degree of Master of Business Administration. Co-educational.

LINCOLN SCHOOLS

(Evening Sessions)

Conducted by Northeastern University in Boston Only

LINCOLN SCHOOL OF LIBERAL ARTS

A four-year curriculum leading to the Degree of Associate in Arts (A.A.). Students may register for the degree program or for individual subjects of a cultural nature. Co-educational.

LINCOLN INSTITUTE

Courses leading to a diploma in the fields of Architectural, Civil, Electrical, Mechanical and Structural Engineering. One year course in Aeronautics. Students may register for individual subjects.

LINCOLN PREPARATORY SCHOOL

Courses in high school subjects leading to a diploma. Students may enter in September, January, or May. Prepares for admission to all colleges. The School has college entrance certificating privilege. Co-educational.

For further information regarding any of the above schools, address

NORTHEASTERN UNIVERSITY
316 Huntington Avenue, Boston, Mass.
Tel. Ken. 5800

Worcester, Mass.
766 Main St.
Tel. Wor. 56101

Springfield, Mass.
114 Chestnut St.
Tel. Spr. 68361

Providence, R. I.
160 Broad St.
Tel. Gaspee 6357

Northeastern University

(EVENING DIVISION)

SCHOOL *of* BUSINESS

TWENTY-FIFTH YEAR
1932-1933

PRACTICAL COURSES
FOR
EMPLOYED MEN AND WOMEN

312 Huntington Avenue, Boston, Massachusetts

OFFICE HOURS

AUGUST 15 — JUNE 30

Daily (except Saturdays and Sundays), 8.45 A.M.–9.30 P.M.

JULY 1 — AUGUST 15

Daily (except Saturdays and Sundays), 9.00 A.M.–4.00 P.M.

SATURDAYS

JUNE 1 — SEPTEMBER 1

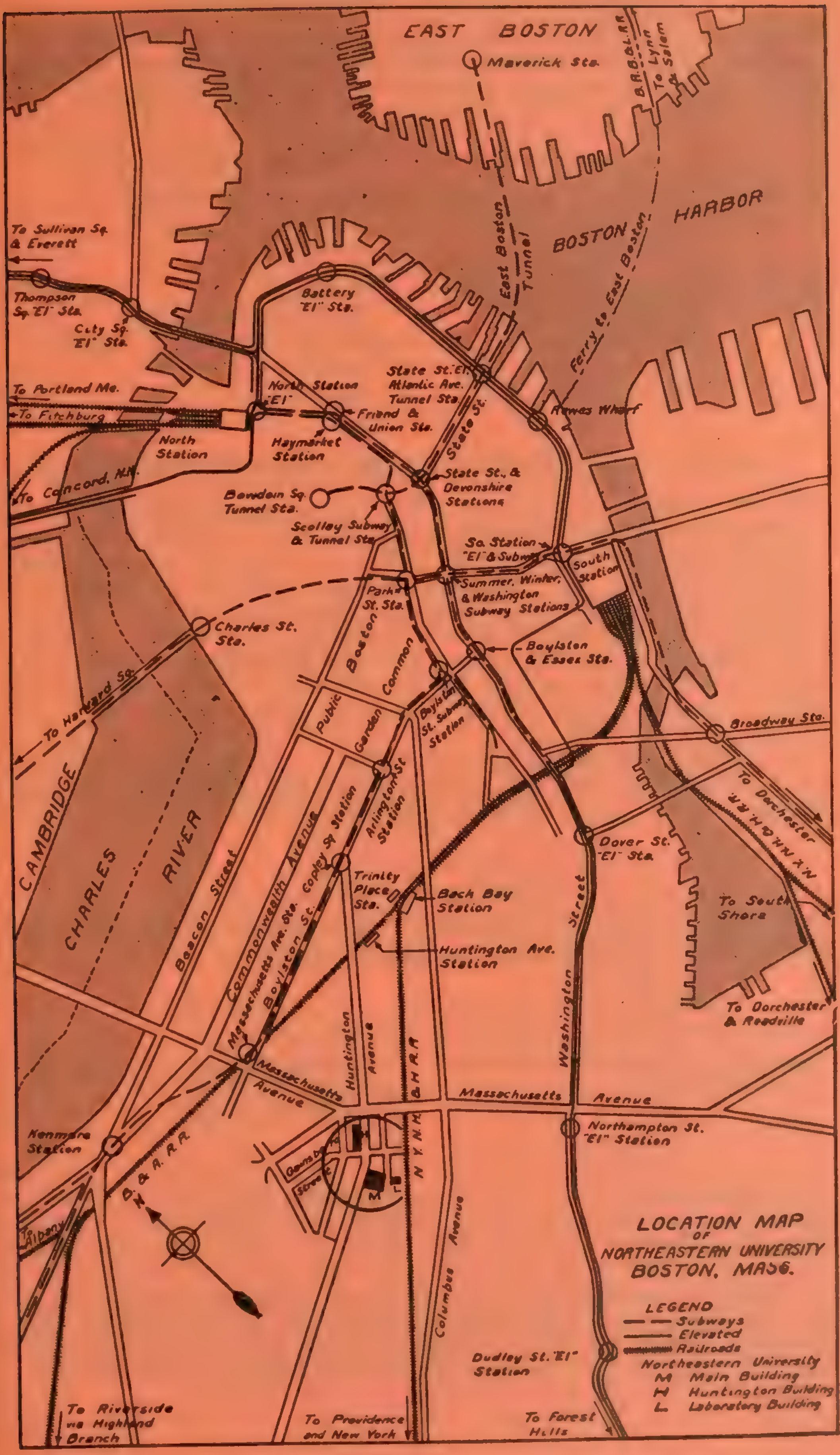
9.00 A.M.–12.00 NOON

SEPTEMBER 2 — MAY 31

8.45 A.M.–1.00 P.M.

ADDRESS COMMUNICATIONS TO

NORTHEASTERN UNIVERSITY
SCHOOL OF BUSINESS
312 HUNTINGTON AVENUE, BOSTON, MASS.
TELEPHONE KENMORE 5800



LOCATION MAP OF NORTHEASTERN UNIVERSITY BOSTON, MASS.

LEGEND

- Subways
- Elevated
- Railroads

Northeastern University

M Main Building

H Huntington Building

L Laboratory Building

Combined Law and Business Program

This program was first offered in 1931-32, hence only two years available. The remaining four years will be offered as the sophomore class progresses. This program offers specialization either in Accounting or Business Administration.

	In Accounting	In Business Administration
Freshmen	Introductory Accounting (1) Intermediate Accounting (2) Contracts	Fundamentals of Business Constructive English Contracts
Sophomores	Intermediate Accounting Business Economics Partnership Sales (1) Agency (2)	Marketing Business Economics Partnership Sales (1) Agency (2)

FOUR YEAR PROFESSIONAL ACCOUNTING PROGRAM

Those who desire to devote their spare time to an intensive specialized study of accounting with a view of taking the C.P.A. Examination or of assuming a more responsible position in an accounting department will find in this program the most practical and best obtainable course of study. Subjects are so arranged as to enable the student to make the most rapid progress and at the same time to master thoroughly the principles and practices of accounting.

The Accounting Seminar is a unique feature of this program and provides the best possible preparation for the C.P.A. Examination and for accounting work in general. See page 44 of the catalog for description of this course.

The subjects of economics, finance and English are so closely related to accounting and an intelligent understanding and use of them is so important to the accountant, that they are required and are presented in a practical but thorough manner.

Schedule of Subjects

All subjects in this program are offered in 1932-33 except Cost Accounting and Constructive Accounting which will be offered in 1933-34.

First Year

Introductory Accounting (1st Semester)
Intermediate Accounting (2nd Semester)
Constructive English

Second Year

Accounting Problems
Income Tax Procedure
Business Economics

Third Year

Cost Accounting
Constructive Accounting (Half Year)
Auditing (Half Year)
Financial Organization

Fourth Year

Accounting Seminar
Legal Aspects of Business

In order to complete this program, attendance is required three evenings a week for the first three years. In the fourth year regular attendance one evening a week is required in the Legal Aspects of Business course, and in the Seminar course frequent individual conferences are scheduled for each student.

SUGGESTED SCHEDULES FOR 1932-33

Students in the degree programs should enroll for the subjects indicated for their respective years, unless they have completed one or more of those subjects in which case they should arrange with the Registrar or the Dean for a substitution. Four-year Diploma Program students should see the Registrar if they are in doubt as to their schedule for this year.

B. B. A. DEGREE PROGRAMS

	In Accounting (*)	**In Business Administration(**)**
Freshmen	Introductory Accounting (1) Intermediate Accounting (2) Constructive English	Fundamentals of Business Marketing Constructive English
Sophomores	Intermediate Accounting Income Tax Procedure Business Economics	Salesmanship Psychology (1) Economic History (2) Business Economics
Lower Middlers	Accounting Problems Income Tax Procedure Financial Organization	Accounting for Executives Legal Aspects of Business Financial Organization
Upper Middlers	Income Tax Procedure Auditing (1) Economic History (2) Statistics and Forecasting	Investments Legal Aspects of Business Statistics and Forecasting
Juniors	Income Tax Procedure Auditing (1) Economic History (2) Statistics and Forecasting	Investments Statistics and Forecasting Elective: (one subject for full year) Credits and Collections Advertising Public Speaking
Seniors	Accounting Seminar Administrative Policies Thesis	Business Administration Seminar Administrative Policies Thesis

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(*) In the Accounting Program the following courses, not offered this year, will be given in 1933-34: Cost Accounting, Constructive Accounting, Advanced English, Psychology. The following courses will not be offered in 1933-34 but will be offered again in 1934-35: Income Tax Procedure, Legal Aspects of Business, Statistics and Forecasting.

(**) In the Business Administration Program the following courses, not offered this year, will be given in 1933-34: Advanced English, Industrial Management Problems. The following courses will not be offered in 1933-34, but will be offered again in 1934-35: Legal Aspects of Business, Statistics and Forecasting.

SCHEDULE OF CLASSES—1932-33

NORTHEASTERN UNIVERSITY SCHOOL OF BUSINESS

Classes meet from 7 P.M. to 9 P.M. unless otherwise indicated.

Evening	*Subject*	*Rm.*	*Opening Date*
Monday	Introductory Accounting (also Friday) (1)†	*H-55	Sept. 19
	Intermediate Accounting, Sec. A (also Friday)(2)†	H-55	Jan. 30
	Income Tax Procedure	H-22	Sept. 19
	Accounting for Executives	*L-103	Sept. 19
	Marketing	H-20	Sept. 19
	Investments	H-46	Sept. 19
	Personal Property, Sec. B (1)		Sept. 19
	Contracts, Sec. A		Sept. 19
	Administrative Policies	L-203	Sept. 19
Tuesday	Intermediate Accounting, Sec. B.	H-55	Sept. 20
	Salesmanship	L203	Sept. 20
	Advertising	H-54	Sept. 20
	Financial Organization	H-20	Sept. 20
	Public Speaking, Sec. A (1)	H-40	Sept. 20
	Public Speaking, Sec. C (2)	H-40	Jan. 31
	Personal Property, Sec. A (2)		
	Credits and Collections	H-46	Sept. 20
Wednesday	Accounting Seminar (also Friday)		Sept. 21
	Statistics and Forecasting	H-55	Sept. 21
	Constructive English, Sec. A	H-46	Sept. 21
	Bills and Notes (1) 7 to 8 P.M.	L-201	Sept. 14
	Sales (1) 8.05 to 9.30 P.M.	L-201	Sept. 14
	Agency and Partnership (2) 8.05 to 9.30 P.M.	L-201	Sept. 14
	Fundamentals of Business	H-20	Sept. 21
	Business Administration Seminar (also Friday)		Sept. 21
Thursday	Business Economics	H-20	Sept. 22
	Public Speaking, Sec. B (1)	H-40	Sept. 22
	Advanced Public Speaking (2)	H-40	Feb. 2
	Legal Aspects of Business	H-22	Sept. 22
	Contracts, Sec. B		Sept. 22
Friday	Introductory Accounting (also Monday) (1)	H-55	Sept. 19
	Intermediate Accounting, Sec. A (also Monday) (2)	H-55	Jan. 30
	Accounting Problems	L-103	Sept. 23
	Auditing (1)	H-54	Sept. 23
	Accounting Seminar (also Wednesday)		Sept. 21
	Economic History (2)	H-20	Feb. 3
	Introduction to the Study of the Law	Bates Hall	Sept. 23
	Constructive English	H-46	Sept. 23
	Psychology (1)	H-20	Sept. 23
	Business Administration Seminar (also Wednesday)		Sept. 21

†Courses marked (1) are offered in the first semester only and those marked with a (2) in the second semester only. All other courses run throughout the year.

*Key to Buildings: H—Huntington; M—Main; L—Laboratory. The Huntington building is located between Symphony Hall and Gainsboro Street. Enter to second floor at numbers 253, 271 or 285 Huntington Avenue. The Main building is at 312 to 320 Huntington Avenue. The Laboratory building is reached via the board walk from Huntington Avenue just beyond the 320 entrance to the Main building.

NORTHEASTERN UNIVERSITY

(EVENING DIVISION)

SCHOOL OF BUSINESS

ESTABLISHED 1907

1932-33

A Distinctive School of Business
for Employed Men and Women
Conducted at Convenient Evening Hours

SCHOOL OF BUSINESS CALENDAR — 1932–1933

Evening Sessions

Class sessions which fall on Holidays are made up at the end of the course or as announced.

1932

September 6–14	Examinations for Removal of Conditions, and Advanced Standing.
September 12–16	Upper classes begin in Worcester and Springfield.
September 19–23	Upper classes begin in Providence.
September 19–23	Freshmen classes begin in Worcester and Springfield.
September 19–23	All classes begin in Boston.
September 26–30	Freshmen classes begin in Providence.
October 1	Last date for filing the subject and tentative outline of thesis for Master's Degree in June, 1933.
October 12	Legal Holiday (No classes in Massachusetts).
November 1	Last day for filing subject and tentative outline of thesis for Bachelor's Degree in June, 1933.
November 11	Legal Holiday (no classes).
November 24	Legal Holiday (no classes).
December 22	Last class session before Christmas recess.

1933

January 3	First class session after Christmas recess.
January 23–27	Second semester classes begin in Boston, Worcester and Springfield.
January 30–February 3	Second semester classes begin in Providence.
February 22	Legal Holiday (no classes).
April 19	Legal Holiday (no classes in Massachusetts).
May 1	Last date for filing application for Degrees and for the payment of the graduation fee.
May 15–26	Final examination period in Worcester and Springfield.
May 22–31	Final examination period in Providence.
May 15–June 1	Final examination period in Boston.
May 30	Legal Holiday (no classes).
June 4	Baccalaureate Services at Providence and Springfield.
June 7	Commencement Exercises at Springfield.
June 9	Commencement Exercises at Providence.
June 11	Baccalaureate Service at Worcester.
June 13	Commencement Exercises at Worcester.
June 18	Baccalaureate Service at Boston.
June 19	Commencement Exercises at Boston.

NORTHEASTERN UNIVERSITY

Historical Statement

THE incorporation of Northeastern University marked an important epoch in the history of one of the most useful educational institutions in America. The University is the realization of a well-defined ideal carefully worked out and persistently followed for many years.

The churches of America, early in their life and development, realized the necessity for higher education conducted under Christian auspices. As a result, there are scattered all over the United States colleges and universities which were established by the various religious denominations: — notable among these being the Methodist, Baptist, Roman Catholic, and Presbyterian institutions, including in New England among others such colleges and universities as Boston University, Boston College, Brown University and Tufts College.

It was natural, therefore, that when the Young Men's Christian Association was established in 1851 by young men representing the various religious denominations, there should have been undertaken evening educational courses for young men as an aid in their all-round development. It was not, however, until 1896 that the Association laid the foundations upon which Northeastern University has been built. At that time it became evident that adults desired a more thorough and complete educational opportunity than had thus far been available to them. Gradually the courses were increased in number, grouped into separate schools and placed under the charge of full-time executives. Finally in 1916, the Young Men's Christian Association authorized as an essential step in the evolution of the institution the incorporation of Northeastern University. This incorporation gave to the University its charter, providing for its Board of Trustees and carrying with it by later enactment broad degree-granting powers.

The evening School of Law, established in 1898, was incorporated in 1904 with degree granting power. Founded in 1907, the evening School of Business, formerly known as the School of Commerce and Finance, confers the degrees of Bachelor and Master of Business Administration. The day School of Engineering was opened in 1909 and confers the Bachelor of Science degree. The day School of Business Administration was opened in 1922, and also grants the Bachelor of Science degree. The University opened in 1927 a new evening school known as the Lincoln Institute which includes the work in engineering fields formerly offered by the Northeastern Evening Polytechnic School, the latter having its origin in 1904. In 1931, as part of the Lincoln Schools group of Northeastern University, there was established the Lincoln School of Liberal Arts offering individual subjects of a cultural nature and a four-year junior college program leading to the degree of Associate in Arts. The Lincoln Preparatory School, formerly known as Northeastern Preparatory School, offers preparatory school work in the evening, leading especially to college admission. This School was established in 1898.

The Huntington Day School for Boys, one of the leading college preparatory schools in the country, was established in 1909 and is conducted under the auspices of the University.

Divisions of the University, offering evening instruction, have been in operation for a number of years in co-operation with the Young Men's Christian Association in Worcester, Springfield, and Providence. Each offers the curricula of the Evening School of Business and with the exception of the Providence Division, the curriculum of the evening School of Law.

INCORPORATION

In 1916 Northeastern College was incorporated under the following charter:

THE COMMONWEALTH OF MASSACHUSETTS

BE IT KNOWN, that whereas Arthur S. Johnson, Lewis A. Crossett, George W. Brainard, Charles W. Perkins, H. Bradlee Fenno, Sabin P. Sanger, William E. Murdock, Frank P. Speare and George W. Mehaffey have associated themselves with the intention of forming a corporation under the name of the

Northeastern College of the Boston Young Men's
Christian Association,

for the purpose of furnishing instruction and teaching in all branches of education in connection with the Boston Young Men's Christian Association and to do any and all things connected with or incidental to the purposes of its organization, and have complied with the provisions of the statutes of this Commonwealth in such case made and provided, as appears from the certificate of the Proper Officers of said corporation, duly approved by the Commissioner of Corporations and recorded in this office:

NOW, THEREFORE, I, ALBERT P. LANGTRY, Secretary of the Commonwealth of Massachusetts, DO HEREBY CERTIFY that said Arthur S. Johnson, Lewis A. Crossett, George W. Brainard, Charles W. Perkins, H. Bradlee Fenno, Sabin P. Sanger, William E. Murdock, Frank P. Speare and George W. Mehaffey, their associates and successors, are legally organized and established as, and are hereby made, an existing corporation under the name of the

Northeastern College of the Boston Young Men's
Christian Association

with the powers, rights and privileges, and subject to the limitations, duties, and restrictions, which by law appertain thereto.

WITNESS my official signature hereunto subscribed, and the Great Seal of The Commonwealth of Massachusetts hereunto affixed, this thirtieth day of March in the year of our Lord one thousand nine hundred and sixteen.

(Signed) ALBERT P. LANGTRY,
Secretary of the Commonwealth.

SEAL

Later the name of the institution was changed from Northeastern College to Northeastern University.

Concurrently with its incorporation and subsequent to it, the Massachusetts Legislature has granted to Northeastern University broad degree-granting powers.

PURPOSE OF NORTHEASTERN UNIVERSITY

In keeping with its charter, Northeastern University has for its fundamental purpose the meeting of the needs of young men and women, through diversified educational opportunities. Its co-operative work in the day Schools of Engineering and Business Administration stands out distinctively as a marked contribution in the field of education. Northeastern University School of Engineering was the second co operative school in the country, antedated only by the University of Cincinnati School of Co-operative Engineering. Through this unique form of education students are enabled to secure, in addition to their regular classroom work, practical co-ordinated experience in actual engineering and business positions. A further advantage of this plan of education is the opportunity for self-support which a student has while pursuing his studies. During the co-operative periods the students not only gain experience, but also are paid for the services which they render. About three hundred and fifty business and industrial concerns co-operate with Northeastern University in this highly serviceable educational program.

In its evening schools Northeastern University has also made a distinctive contribution, the School of Business and the School of Law being among the best evening schools of their type in the entire country. In the Lincoln Institute men receive in the evening practical training in the engineering sciences. In the Lincoln School of Liberal Arts an opportunity is provided for men and women to obtain a general cultural education on the college level at convenient evening hours. Through the Lincoln Preparatory School adequate preparation for admission to the leading colleges of the country, either by certificate or by examination, may be secured in the evening.

The services of the University also include the Huntington Day School for Boys, one of the leading day preparatory schools in the country, offering effective preparation for admission to all of the leading colleges and universities.

Another phase of the University's unique development has been the addition of the Divisions in Worcester, Springfield, and Providence, under the supervision of the officers in Boston and under an effective organization. Divisions of the School of Business, offering complete curricula and leading to the appropriate degrees, are conducted in each of these cities; Divisions of the School of Law, likewise leading to the customary degree upon completing the required curriculum, are conducted in Worcester and Springfield, thus opening up the services of the University in these schools to thousands of students who would not otherwise have the opportunity of furthering their education.

The incorporation as noted above is under the charitable laws of Massachusetts, which means that all of the resources of the University, including the income from endowment funds, special gifts and tuition fees, must be expended solely for the benefit of its student body. In keeping with this purpose the University is constantly solicitous to increase its sources of revenue from other than students' fees, improve its housing and equipment, increase its standards to accord with the progressive advances in education, and thus to improve its services at all points to its thousands of students.

Organization

The corporation of Northeastern University is known as the Board of Trustees. This Board is made up of twenty-one members. Among the Trustees are leading business and professional men representing all walks of life. They are men of sympathetic understanding giving their time and services liberally in order to improve and enhance the work of the University.

There are four main committees of the Board of Trustees: (a) An Executive Committee, which serves as an Ad Interim Committee between the regular meetings of the Board of Trustees and performs the usual functions of an executive committee; (b) A Committee on Housing, which is charged with the securing of funds for the housing and equipment development of the University; (c) A committee on Funds and Investments, which has the responsibility of administering the funds of the University and (d) A Nominating Committee to which is assigned the duty of nominating successors to the members on the Board of Trustees as their terms expire, and of filling vacancies on the Board.

Further than this, the Board of Trustees has created and authorized, through its by-laws, an Executive Council of the University, consisting of the President, the Secretary and the two Vice-Presidents. To the Executive Council the Board has allocated very broad powers.

This organization results in efficient operation and administration, making it possible for the University to develop fully and freely along the lines of those trends and policies which will constantly improve and enhance the work of the various schools.

Location of the University

Boston

Northeastern University is housed in the buildings of the Boston Young Men's Christian Association at 316 Huntington Avenue. Additional areas in the Huntington Building next to Symphony Hall, and in the University's Laboratory Building located in the rear of the main Y. M. C. A. Building are used by the School.

Located in the Back Bay educational center of Boston within sight of the Opera House, Symphony Hall, the Art Museum, Conservatory of

Music, and other cultural and educational institutions, the University is easily reached from the North and South Stations and from the various central points of the Boston Elevated system.

Worcester Division

The Worcester Division is located in the Worcester Y.M.C.A. Building. The administrative offices and classrooms occupy the entire second floor of the building. The Y. M. C. A. in Worcester is located at 766 Main Street, a five-minute walk south on Main Street from the City Hall, or midway between that building which is in the heart of the city and Clark University.

The School is therefore directly accessible by street car from all parts of the city and is within easy walking distance of both the Union Station and the bus and interurban terminals communicating with every part of the county. Excellent service is maintained to Southbridge, Webster, Clinton, North Grafton and Fitchburg and all intervening points, as well as to all towns on the State Road between Boston and Springfield. Student rates may be obtained on practically all of these lines.

Springfield Division

Northeastern University, Springfield Division, is located two streets east of Main on Chestnut, corner of Hillman — a three-minute walk from Main via Hillman. It is reached from the Union Station by a five-minute walk south along Dwight to Hillman to Chestnut; and a three-minute walk north along Chestnut from the Public Library on State Street. All train, trolley and bus terminals are within these limits.

Providence Division

The Providence Division is located in the Y. M. C. A. Building at 160 Broad Street. Students find this location easily accessible, it being about an eight-minute walk from the center of the city. Adequate parking facilities are available for automobiles, as the building is located outside of the congested downtown district. The following are the car lines passing the building: Broad Street, Elmwood Avenue, Reservoir Avenue, Auburn and Eden Park, Rocky Point, Riverpoint, East Greenwich, Buttonwoods.

STATISTICAL SUMMARY

1930–1931

		Administrative Officers and Faculties	*Students*
I.	General Administration	6	
II.	Northeastern University		
	School of Engineering	75	1,660
	School of Business Administration		439
	School of Law	78*	1,300*
	School of Business	99*	1,250*
III.	The Lincoln Schools		
	Lincoln Institute	27	366
	Lincoln Preparatory School	28	719
IV.	Day Preparatory School	27	391
	Total	340	6,125
	Less Duplicates	53	198
	Net Total	287	5,927

* These figures include the administrative officers, faculties and students of the Divisions of the University in Worcester, Springfield, and Providence.

NORTHEASTERN UNIVERSITY

BOARD OF TRUSTEES

Robert Gray Dodge, *Chairman*
Frank Lincoln Richardson, *Vice-Chairman*
Galen David Light, *Secretary and Treasurer*
Tilden Grafton Abbott
Wilman Edward Adams
William Converse Chick
Paul Foster Clark
William James Davidson
Franklin Wile Ganse
Arthur Stoddard Johnson
Sabin Pond Sanger
Frank Palmer Speare
Francis Robert Carnegie Steele

THE EXECUTIVE COUNCIL

Frank Palmer Speare, M.H., LL.D.
President of the University

Galen David Light, A.B.
Secretary and Treasurer of the University

Carl Stephens Ell, A.B., S.B., M.S.
Vice-President of the University

Everett Avery Churchill, A.B., Ed.D.
Vice-President of the University

DIVISIONAL COMMITTEES

Worcester Division

Educational Committee

Edward Fuller Miner, *Chairman*
Frederick Eugene Barth
Zelotes Wood Coombs
James Cherry Faunsaught
Harold Luther Fenner
Ernest Leroy Hunt
Vernon Augustus Jones
William Albert Lotz
Robert Waring Stoddard
Robert Lindo Moore
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THE DEVELOPMENT OF THE SCHOOL

Northeastern University School of Business was organized in March 1907 as an evening professional school of business. It was the first undergraduate university school of business to be organized in New England and the eleventh in the United States. The Massachusetts Legislature authorized degree granting powers in 1911.

The School has always been conducted with the view to providing the student with the following advantages:

1. A specific vocational training in some one business activity which equips him to fill a position satisfactorily.
2. A background of business knowledge that fits him to take advantage of opportunities for promotion and advancement.
3. An understanding and appreciation of the problems of management, which, if properly used, may fit him for executive responsibilities.
4. A preparation which enables him to achieve a better social standing such as college and university graduates enjoy.

A business school has a two-fold responsibility. It should seek, on the one hand, to know what personnel business needs. On the other hand, it should be capable of supplying that personnel at a minimum cost to business and to the individuals involved. The problem of Northeastern University School of Business is, therefore, to determine what business needs in men and then supply properly trained men.

THE STUDENT BODY

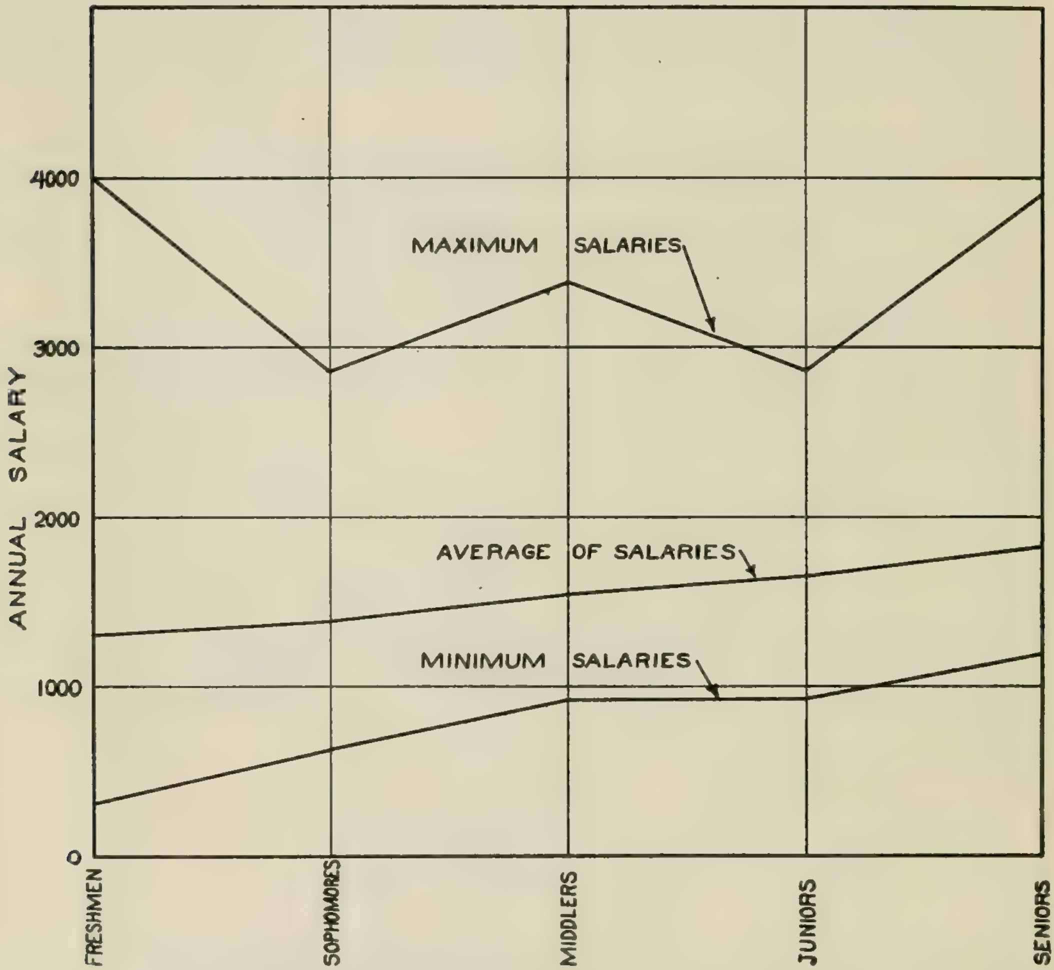
The character of a student body determines the standards which a school can maintain. Nothing is more essential to the success of an educational institution than a careful selection of incoming students. This principle applies just as readily to an evening school as to a day school. Standards are invariably adjusted to the average intelligence of the students in the School. For this reason, Northeastern University, School of Business, maintains high standards of admission.

The student body consists of 1250 men and women of widely varied ages and occupations. The youngest student is 17 years of age and the oldest 65 years. The average age is 24 years.

Nearly one-half of the students are married men who have realized that if they are to increase their earning power they must fit themselves for advancement. That the training offered by the School has enabled the students to improve their earning capacity and to enlarge their responsibilities is conclusively shown by the accompanying chart.

CHART I

Average Annual Income of the Classes in the School in May 1930.
(Freshmen and Sophomores January 1931)



Average annual income of students at the time of entrance	$1,302
Average annual income of students at the time of graduation	$1,942
Average annual income one year after graduation	$2,034
Average annual income five years after graduation	$3,293

In the student body 280 high schools and other preparatory schools are represented. There are 49 colleges and universities represented from which 147 different students have graduated or have attended one or more years.

The cities and towns from which the students of the School come are as follows:

BOSTON

Allston	3
Arlington	5
Arlington Heights	2
Atlantic	1
Bedford	1
Belmont	1
Beverly	2
Boston	38
Brighton	4
Brockton	5
Brookline	7
Burlington	1
Cambridge	21
Charlestown	1
Chelsea	10
Cliftondale	1
Concord	1
Dedham	1
Dorchester	27
Dracut	1
East Boston	2
East Bridgewater	1
East Walpole	1
Everett	8
Franklin	1
Gloucester	1
Hampton Beach, N. H.	1
Haverhill	4
Holbrook	1
Hyde Park	4
Ipswich	1
Jamaica Plain	8
Lawrence	6
Lowell	4
Lunenburg	1
Lynn	16
Malden	11
Manchester, N. H.	1
Mansfield	1
Marblehead	3
Mattapan	7
Maynard	2
Medford	7
Melrose	4
Medway	1
Milton	2
Nashua, N. H.	2
Needham	2
Neponset	1
Newton	9
Newton Centre	2
Newton Highlands	1
Newton Upper Falls	1
North Cambridge	1
Norwood	2
Pawtucket, R. I.	1
Quincy	1
Randolph	1
Reading	2
Revere	3
Roslindale	10
Roxbury	21
Salem	7
Saugus	2
Saxonville	1
Somerville	13
South Boston	5
South Weymouth	1
Spencer	1
Squantum	1
Stoneham	3
Taunton	2
Verdun, Quebec	1
Waban	1
Wakefield	2
Waltham	3
Warren	1
Watertown	3
Waverley	1
Wellesley	3
Wellesley Hills	1
West Chester, Pa.	1
West Lynn	1
West Medford	1
West Newton	3
West Rockland, Maine	1
West Roxbury	4
West Somerville	3
Westwood	1
Weymouth	2
Winchester	3
Winter Hill	1
Winthrop	1
Woburn	2
Wollaston	11
Worcester	1

WORCESTER DIVISION

Auburn	2
Barre	1
Cherry Valley	1
Dudley	1
Fisherville	1
Fitchburg	4
Holden	1
Leicester	1
Leominster	4
Northbridge	2
North Grafton	1
Shrewsbury	4
Southbridge	3
South Lancaster	1
Uxbridge	1
Whitinsville	2
Worcester	90

SPRINGFIELD DIVISION

Agawam	7
Chicopee	10
Chicopee Falls	11
Easthampton	3
East Longmeadow	5
Florence	2
Hartford, Conn.	1
Hazardville, Conn.	1
Holyoke	19
Leeds	1
Longmeadow	6
Ludlow	7
Marblehead	1
Northampton	4
North Wilbraham	1
Palmer	1
South Hadley	1
Springfield	163
Thompsonville, Conn.	6
Turners Falls	1
Ware	3
Warehouse Point, Conn.	1
Warren	1
Westfield	14
West Springfield	19
Wethersfield, Conn.	1
Willimansett	2
Windsor Locks, Conn.	1
Woronoco	5

PROVIDENCE DIVISION

Attleboro, Mass.	4
Auburn	2
Blackstone, Mass.	1
Bristol	1
Centerdale	2
Central Falls	11
Cranston	11
Danielson, Conn.	1
East Greenwich	1
East Providence	2
Edgewood	2
Johnston	1
Killingly, Conn.	1
Manton	1
New Bedofrd, Mass.	1
North Attleboro, Mass.	1
North Providence	2
Oakland	1
Pawtucket	30
Providence	82
Riverside	1
Rumford	4
Saylesville	5
Seekonk, Mass.	1
So. Attleboro, Mass.	1
Taunton, Mass.	1
Warren	1
Warwick	1
West Barrington	1
West Warwick	2
Woonsocket	8
Wrentham, Mass.	2

SUCCESS OF ALUMNI

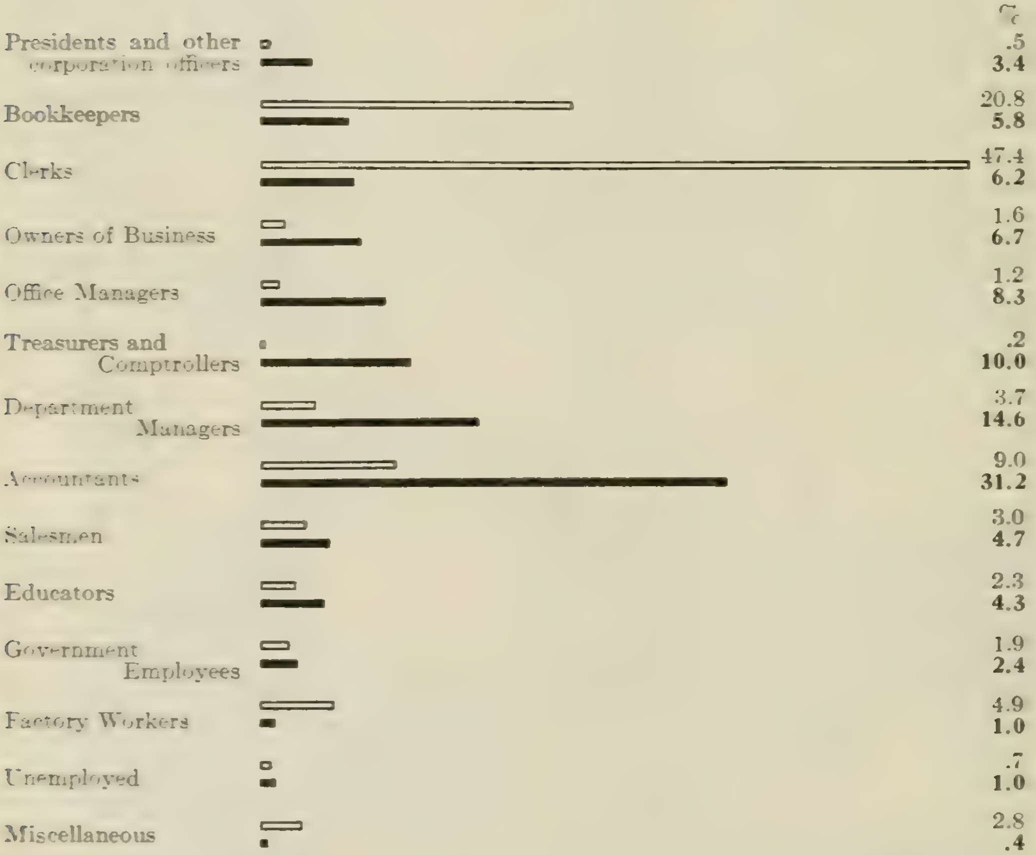
Facts obtained from a recent study of the Alumni of the School conclusively show that better positions and increased incomes have resulted from the broad foundational business training received at Northeastern University School of Business by those who have devoted their spare evening hours to a systematic program of training.

CHART II

Comparison of positions held by the Alumni when they entered the School as Freshmen with the positions held in January, 1931

Classes from 1914 to 1930 included.

(═══ Upon entering ━━━ 1931)



Just as a wise utilization of evening hours for systematic study results in more responsible positions, similarly a study of facts gathered from the Alumni of the School of Business shows corresponding results in increased salaries and larger incomes as presented in Table I.

TABLE I

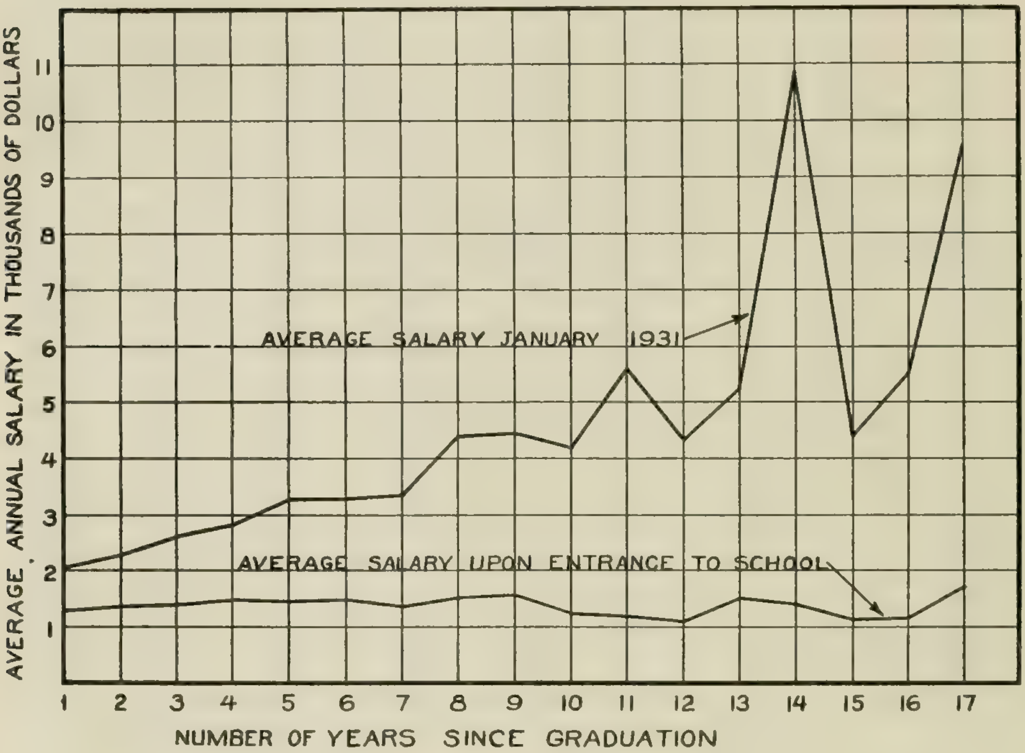
Salaries of Alumni by classes, January, 1931.

Classes	*No. in Class*	*No. Reporting*	*Upon Entrance to School*			*January 1931*		
			Minimum Salary Reported	*Maximum Salary Reported*	*Average Salary Reported*	*Minimum Salary Reported*	*Maximum Salary Reported*	*Average Salary Reported*
1914	29	6	$1,000	$3,400	$1,720	$4,000	$26,000	$9,520
1915	41	8	800	1,500	1,155	3,000	9,600	5,508
1916	19	9	312	2,600	1,106	2,400	8,000	4,400
1917	48	16	600	2,500	1,399	3.500	52,000	10,856
1918	62	17	780	2,500	1,501	2,300	9,000	5,244
1919	37	12	468	2,600	1,091	2,600	7,500	4,335
1920	71	25	468	2,000	1,197	1,820	13,000	5,593
1921	73	19	500	3,000	1,235	1,560	8,000	4,185
1922	109	42	600	4,500	1,564	1,560	13,000	4,441
1923	134	48	520	3,000	1,524	1,430	14,000	4,394
1924	91	39	780	3,200	1,375	1,600	13,500	3,345
1925	116	45	780	3,300	1,497	1,100	6,000	3,297
1926	87	35	780	3,900	1,466	1,456	9,100	3,293
1927	92	39	500	3,000	1,486	1,560	4,300	2,811
1928	93	38	624	2,080	1,398	1,560	4,500	2,618
1929	121	48	624	5,000	1,370	1,300	7,000	2,294
1930	35	16	624	2,500	1,294	1,300	3,900	2,034

Total number graduated since 1914	1258
Number whose addresses are lost	78
Total number available graduates	1180
Total number reporting in Table I Study	462

CHART III

Comparison of average salaries of Alumni at the time they entered the School with salaries reported January 1931



Average annual income of alumni at time of entrance to the School	$1,439
Average annual income of alumni in January 1931	3,818

THE FACULTY

The faculty of the School is recruited from business and professional leaders of New England business. The instructors are college trained men who have proved their ability in their various fields of specialization. They are selected on the basis of their ability to convey knowledge to others in an interesting, inspiring and effective manner. They are also chosen for the breadth of their training and experience. Instructors are in the midst of active business every day; their teaching is a work of enthusiasm freshened each evening by contact with those who are seeking seriously for knowledge, skills, and attitudes that will contribute to success.

While business essentials are stressed, cultural and ethical values are by no means neglected. The ability to think and judge independently usually results in cultural development. But the school has not been content to let the cultural side of its educational activities be merely a passive by-product. Instructors are men of high ideals and attainments, who have a genuine interest in those finer attributes of character and personality which make for good citizenship and the appreciation of worthy ideals. A large part of the success of the School and of the individual students may be traced directly to the contacts with instructors of the caliber selected by the School of Business.

ADMINISTERED FOR ADULT STUDENTS

The School of Business is wholly concerned with the educational problem of the adult, i.e., the person who has permanently left day school and gone to work. The educational needs of the adult student are distinctly different from those of the student who attends a day school of business. Northeastern University has clearly recognized these differences and has provided for the administration and conduct of the School of Business solely upon an adult education basis. The administrative and teaching staffs are constantly studying their tasks with a view of finding ways and means of making the educational service of greater value to the adult student.

High standards with respect to administrative requirements are maintained to the end that students may be properly guided, their programs of study carefully adapted to their needs and the most effective use made of their time and effort in classroom and during study hours. Administrative officers keep constantly in mind that their function is to help the students get the most value from their course of training.

The administrative officers devote their entire time to evening school administration. The Dean of the School, the Educational Directors in the Divisions at Worcester, Springfield, and Providence, the Registrars and other officers, are available at all times to assist students. Those desiring advice or guidance with regard to any part of their school work, or who wish assistance in the solution of their educational problems will find the officers of the School ready to do their utmost to see that their needs are met.

ADMISSION REQUIREMENTS

Applicants for admission as candidates for degrees or certificates, are classified upon entrance to the School as regular and special students. Regular students are those who have fully met the requirements for admission at the time they entered. Special students are those who have not fully met the admission requirements at the time of entrance. Special students may be reclassified as regular students and candidates for the various degrees or certificates upon meeting the requirements set forth in section "II" below.

Applicants not desiring to become candidates for a degree or diploma, are classified as special students and may be reclassified later upon application. In the event of reclassification, the subjects which have been successfully pursued, may be applied as credit towards the degree or diploma.

I. REGULAR STUDENTS

Candidates for the Bachelor of Business Administration or Bachelor of Commercial Science degrees, or for certificates, *who seek classification as regular students at the time of admission*, must meet one of the following requirements:

1. Have graduated from an approved day high school or school of equal grade, or
2. Have completed satisfactorily 15 units* of work in an approved four-year day high school, or school of equal grade, or
3. Have completed satisfactorily 12 units of secondary school work in an approved day senior high school, it being pre-supposed that 3 units of approved secondary school work have been completed in a junior high school.

II. SPECIAL STUDENTS

Applicants for admission who cannot meet the requirements as regular students and those who at the time of entrance to the School do not desire to become candidates for a degree or a certificate may be admitted as special students under the following conditions:

1. Applicants from eighteen to twenty-one years of age who possess unusual ability may be admitted as special students provided they have completed eight units* of work in an approved secondary school or school of equal grade prior to admission, and, in addition, take the prescribed Aptitude Tests at the time of admission. Applicants under eighteen years of age will not be admitted under any circumstances unless they can meet the admission requirements as regular students at the time of entrance.

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* A unit represents a year's work in any subject in an approved day secondary school, constituting approximately a quarter of a full year's work. A four-year day secondary school curriculum is regarded as representing not more than sixteen units of work.

2. Applicants twenty-one years of age and over may be admitted as special students to any course provided, in the judgment of the Administrative Committee, they are qualified to pursue the course.

3. Special students may be reclassified as regular students and candidates for degrees and certificates upon meeting one of the following requirements:

   (*a*) If they present evidence of having met one of the three requirements for regular students listed under Section I above. Students who are not able to present the required number of units for classification as regular students, may elect to have applied towards meeting their admission conditions, courses which they have completed in the School of Business, at the rate of one unit for each two semester hours; or they may offer units for work satisfactorily completed in a recognized and approved preparatory school, a recognized and approved day high school, or by passing the examination of the College Entrance Examination Board; or

   (*b*) If they have passed the prescribed Aptitude Tests, and have maintained an average scholarship grade of 70% in the prescribed program for the first two years of study in the School. If these requirements are met, reclassification is made at the end of the second year.

   The Aptitude Tests are designed to select the students qualified by general ability to profit by a university course in business They are not examinations in the subject matter of the secondary school course. They are to test intellectual capacity and general fitness for university work rather than preparation for specific subjects.

   Qualification for reclassification under this plan is not based upon any single factor but upon all factors affecting the achievement and ability of the student in the School.

III. ADVANCED STANDING

Advanced standing credit in the School may be obtained in one or both of two ways, as follows:

1. *By Transfer of Credit.* Subject to the approval of the Administrative Committee, credit may be given for work completed in other approved colleges and universities. Applicants desiring credit by transfer should indicate their desire at the time the application for admission is filed. A copy of the catalog of the institution from which the transfer is sought should accompany the application for admission.

2. *By Examination.* Applicants who desire to secure Advanced Standing Credit by examination are required to apply in writing for examination in those subjects for which credit is sought. Proper forms should be obtained from the School office and filed at the time the application for admission is filed. Applications for examination are approved by the Committee on Administration who will take into account previous training, business experience, and other factors showing the applicants' special preparation and ability in the subject or subjects in which credit is sought by examination.

   A grade of 75% must be obtained in an examination in order to secure advanced standing credit for the subject. Upon successfully passing an examination, the applicant is given full credit as though the subject had been pursued in the School.

   The same subject cannot be offered both for admission credit and as a basis for advanced standing.

TUITION AND OTHER FEES

MATRICULATION FEE

The University matriculation fee of $5.00 must accompany the application for admission and is payable only once on initial entrance to the University. This fee is refundable only in case the applicant is rejected by the School.

TUITION

Cost of Each Course*

Method of Payment	*Per Semester*	*Full Year*
Cash		
If paid in full at beginning of semester	$19.00	
If paid in full for the year at beginning of year		$37.00
Quarterly		
2 payments of $10.00 each semester; 4 payments for full year	20.00	40.00
Monthly		
Payments of $5.25		
4 for semester	21.00	
8 for full year		42.00

Quarterly payments are due during the week of, or not later than 1 P.M. Saturday, September 24, November 12, January 28, and March 18.

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* Three full year courses or equivalent each year, constitute a regular program for degree or certificate candidates.

The initial monthly payment for the first semester, or for the full year, is due on or before 1 P.M. Saturday, September 24, or at the time of registration in the event of late registration. Subsequent payments are due on or before 1 P.M. Saturday following the first Monday of each calendar month beginning with October and ending with December for a half-year course or with April for a full-year course. For second semester enrollments the initial payment is due Saturday, January 28, and subsequent payments are due on or before 1 P.M. Saturday following the first Monday of each calendar month beginning with March and ending with May.

OTHER FEES

A late registration fee of $5.00 will be charged all students who have previously been registered and in attendance in the School and who have not registered within one week following the opening of the classes which they are to pursue. Students entering the School for the first time are not subject to this fee at the time of initial registration.

A fee of $2.00 is charged for each make-up examination or advanced standing examination. This fee must be paid on or before the date of the examination.

A thesis fee of $20.00 is required of all candidates for the B.B.A. or B.C.S. degrees, and $25.00 of all candidates for the M.B.A. degree. This fee is payable during the second semester of the year in which the thesis is to be presented.

The University graduation fee, charged to those who are candidates for a degree, is $10.00, payable on or before May 1 of the year in which the student expects to graduate. A fee of $5.00 is charged to all candidates for a Diploma or a certificate and is payable on or before May 1 of the year the course is completed.

A fine of $2.00 is imposed for each payment made after the due date, i.e., 1 P.M. on Saturday of the week in which the payment is due. Those who pay the $5.00 late registration fee will not be required to pay in addition this $2.00 fine upon initial payment, if this payment is made during the week of their enrollment.

EXPENSES FOR BOOKS AND MATERIALS

Students purchase their own textbooks and working materials. The cost varies according to the subjects for which the student is enrolled. The average cost for a normal program of three subjects is about $13.00, with a maximum of approximately $20.00. The textbooks for single courses range from $1.25 to $5.00.

GENERAL FINANCIAL INFORMATION

Checks should be drawn payable to Northeastern University.

No deduction in tuition fees is made on account of late registration.

Students who have withdrawn from a course for good cause and who are permitted to repeat it are credited with the tuition previously paid on that course. The credit cannot be applied, however, until the balance due on the course has been paid.

Students are not permitted to attend class sessions or take any examinations or tests until they have paid their tuition fees or have made satisfactory arrangements for payments.

Students will not be advanced in class standing, or permitted to re-enroll in the University nor will degrees be conferred until all financial obligations to the University have been met.

WITHDRAWALS AND REFUNDS

In the event a student is obliged to withdraw from the School in which he is enrolled for causes deemed adequate by the Committee on Withdrawals, the balance of the tuition paid will be refunded after the following deductions have been made:

For each course in which the student is enrolled a deduction will be made of $2.00 a week until the full charge in each semester has been absorbed. Attendance is computed from the date of initial attendance of the student until the date of filing the application for refund. No refund will be granted in any semester if the tuition charge has been absorbed by the $2.00 per week per course deduction.

Matriculation, examination, late registration, thesis, and other fees are not refundable except as indicated. The graduation and certificate charges are exceptions and will be refunded in case of non-qualification.

No refunds are granted unless the application for withdrawal is filed within forty-five days after the student has ceased attendance.

No certificate of honorable dismissal will be issued to any student who has not fully met his financial obligations to the University.

PROGRAMS OF INSTRUCTION

The School provides the following major programs of instruction for undergraduate students:

Accounting

1. A four-year specialized program leading to the Certificate of Proficiency in Accounting.
2. A six-year program leading to the degree of Bachelor of Business Administration.

Business Administration

A six-year program with opportunity for specialization in Marketing, Finance, and Management, leading to the degree of Bachelor of Business Administration.

Combined Law and Business

A six-year program combining the study of law and business, leading to the degree of Bachelor of Business Administration.

Special Programs

Where the individual needs of a student necessitate, the School will provide special one-year, two-year, or longer programs to meet those needs. If, for good reasons, a student wishes to vary a regular program, he may do so upon securing approval from the Dean.

Single or Unit Courses

For those who may wish to pursue one or more related or unrelated subjects instead of a certificate or degree program, opportunity is provided for enrolling in single or unit subjects.

PREPARATION FOR THE ACCOUNTING PROFESSION

Accounting has always been, and is at present, one of the most specific and well-defined fields of business for which university schools of business prepare their students. At the present time all leading collegiate schools of business provide a specialized program in Accounting. The importance attached to Accounting in the curricula of business schools indicates not only the vocational interests in this field, but also the fact that a knowledge of Accounting is universally regarded as essential in all phases of business.

The American Institute of Accountants conservatively estimates that there are about 13,000 Certified Public Accountants in the United States. This number is quite inadequate to meet the needs of business in normal times. The undeveloped field of public accounting is large, and with the increased emphasis which financial institutions are placing upon Accounting, the need for college trained C.P.A.'s is sure to increase during the next few years.

The Accounting profession offers opportunities for advancement and financial returns of the same degree as other professions such as law, medicine, and engineering. The Accounting field is not crowded with university trained men, and so the man who has ability and university training in Accounting has unusual opportunities to gain recognition and advancement. The qualified accounting-trained college man begins as a Junior Assistant upon work of a routine nature which is quite essential as a part of his experience as a beginner. The compensation usually ranges from $1,200 to $2,000, and the average time which he spends in this position is about two years. His next promotion is to that of a Senior Assistant, and as such he must accept more important responsibilities and begin to perform service of a semi-professional nature. He serves in this capacity for about two years, and his compensation varies from $1,800 to $3,000. When the Senior Assistant is able to assume the responsibility of important engagements, he is promoted to a Senior Accountant with a salary range from $2,700 to $5,000. He may even work up to become a supervisor and receive from $5,000 to $10,000. The income of firm members in some cases goes below those listed above, but usually ranges from $5,000 to $25,000 and in some cases as high as $50,000.

While there are many opportunities in public accounting for properly trained men, the field of commercial and private accounting offers inducements which are perhaps even more attractive. The 1920 U. S. Census indicates that there are 115,152 persons engaged as Accountants and Auditors in the United States, of which only 13,000 are Certified Public Accountants. A training in most professions tends to limit the student to the work of the chosen profession, whereas a training in Accounting fits him for general business administration and for executive responsibilities, as well as for the Accounting profession. Office Managers, Comptrollers, Treasurers, and Chief Accountants are usually chosen from those who are accounting trained. A business executive is more self-reliant and can recognize and analyze facts more readily if he has a working knowledge of Accounting. Salaries of Treasurers and Comptrollers vary from $4,000 to $15,000; Office Managers from $3,000 to $5,000; and Chief Accountants from $2,500 to $5,000. Competent Senior Accountants frequently advance into responsible executive positions paying $10,000 or more.

QUALIFICATIONS FOR SUCCESS IN ACCOUNTING

There is no easy or royal road to success in Accounting. The technique of Accounting can be mastered only through work of a routine and tedious nature comparable to the apprenticeship service of the doctor, the lawyer, or the engineer. Progress at first seems slow. The importance of mathematical accuracy, of painstaking endeavor, and of the ability to analyze facts and situations cannot be ignored by one who would succeed either as a public or private accountant. The highest standards of honesty must be maintained, and at all times one's personal and ethical conduct must be above suspicion. The ability to make a good appearance, to present an agreeable personality, and to express one's ideas clearly in good English should be carefully cultivated. Northeastern University School of Business strives to train its graduates so that they may possess these qualifications. The School encourages only men with the proper personal, mental, and educational qualifications to enter the profession.

REGISTRATION OF CERTIFIED PUBLIC ACCOUNTANTS

In practically all states provision is made in the statutes for the registration of Certified Public Accountants. Examinations are held either under the supervision of the American Institute of Accountants or of the State.

In Massachusetts, under the provisions of the general laws, the following rules should be observed by applicants for the examination:

1. All applications must be filed with the Board of Registration at least three weeks prior to the taking of an examination.
2. To be qualified to be registered as a Certified Public Accountant, an applicant must have a general education equivalent to a four years' course in a high school of recognized standing, must have had not less than the equivalent of *three years'* practical experience, either in public practice on his own account or as assistant to a public accountant of recognized standing.
3. The applicant shall pass an examination in the following subjects. Accounting Theory and Practice, Auditing, and Commercial Law: provided that an applicant failing to pass the examination either in Auditing or Commercial Law shall be required to take a subsequent examination only in the subject in which he failed.
4. Applicants who are members of the Massachusetts Bar shall not be required to take the examination in Commercial Law.
5. Applicants are required by law to pay an examination fee of twenty-five dollars ($25). The fee for re-examination in one subject shall be ten dollars ($10). Payment shall be made by certified check accompanying the application, payable to the Board of Registration of Certified Public Accountants.

Students living in Rhode Island or other States desiring to take the examination in such states should apply to the proper authorities havng in charge registration and the examination.

THE ACCOUNTING PROGRAM

The program of training in Accounting offered by the School of Business prepares the student who wishes to study Accounting as a specialized subject with a view to taking the Certified Public Accountants' (C.P.A.) Examination, or to assume a position of major responsibility in commercial accounting with a private or public business enterprise.

This program is planned so that the student may achieve his vocational objective in the shortest possible time consistent with thoroughness of instruction and of accomplishment. The aim of the program is to train the student to become an Accountant recognized for his proficiency and ability and to adapt himself readily to the rapidly changing conditions of modern business so that when he is called upon to assume executive responsibility outside of the field of Accounting, he will not be found lacking in the ability to meet these new obligations. Those who complete the prescribed four-year Accounting Program, may qualify for the Certificate of Proficiency in Accounting and for the C.P.A. Examination.

Upon the completion of the prescribed two additional years of study, those who have completed the four-year program, or its equivalent, may qualify for the degree of Bachelor of Business Administration. The student who specializes in Accounting will find it greatly to his advantage to spend the two additional years in the study of managerial and administrative subjects. He should receive instruction in these fields; first, because of those who may not permanently remain in the Accounting field, and who will assume responsible executive and managerial positions; second, because each Accountant needs an understanding of business in its larger aspects if he is to make any appreciable progress in his chosen field.

SUBJECTS IN ACCOUNTING PROGRAM

Prescribed Subjects for Certificate of Proficiency

*Course Numbers**	*Subjects*	*Semester Hours*
A 1–2	Introductory Accounting	4
A 3–4	Intermediate Accounting	4
A 7–8	Accounting Problems	4
A 9–10	Cost Accounting	4
A 11	Auditing	2
A 13–14	Income Tax Procedure	4
A 15	Constructive Accounting	2
A 17–18	Accounting Seminar	8
E 1–2	English	4
Ec 1–2	Business Economics	4
Ec 3–4	Financial Organization	4
L 1–2	Legal Aspects of Business (C.P.A. Law)	4
	Business Experience	8
	Total Semester Hours Required for Certificate	56

Additional Requirements for B.B.A. Degree

D 1–2	Marketing	4
M 9–10	Industrial Management Problems	4
M 13–14	Administrative Policies	4
T 1–2	Thesis	4
	Business Experience	16
	Electives (12 semester hours to be chosen from the subjects listed on next page)	12
	Total Semester Hours Required for Degree	100

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* A double number as M 9–10 or A 7–8, indicates a full year course covering both the first and second semesters. A single course number, as A 11 or Ec 9, indicates a half year course covering only one semester. The letters indicate the classification of the course as: A, Accounting; D, Distribution; Ec, Economics; E, English; L, Law; M, Management; T, Thesis.

Elective Subjects

D 3-4	Salesmanship and Sales Management	4
E 3-4	Advanced English	4
E 5	Public Speaking	2
Ec 5-6	Investments	4
Ec 7-8	Business Statistics and Forecasting	4
Ec 9	Economic History of U. S.	2
M 1-2	Fundamentals of Business	4
M 5	Business Psychology	2
M 7-8	Credits and Collections	4

The normal period of attendance for the Certificate of Proficiency Program is four years, thirty-two weeks each year, three evenings a week, two hours each evening; for the B.B.A. Degree Program, six years, thirty-two weeks each year, three evenings a week, two hours each evening, except for those who enter with advanced standing credit. Students who wish to attend less than three evenings a week may do so thus extending the period of time required to complete their program.

THE BUSINESS ADMINISTRATION PROGRAM

"The field of business within the last twenty years has so widened and become so much more complex that the successful business man finds no limit set to his vision. As an executive he must possess the faculty of interpreting current events, the ability of analyzing situations and a thorough knowledge of the principles underlying all successful business practice." *

The complexity of modern business makes it exceedingly difficult for those who are dependent upon their own experience to develop those abilities and obtain the knowledge so necessary for the desired advancement in business. A broad perspective of business organization and operation develops viewpoints and habits that promote clear thinking and sound judgments in business decisions. This broad perspective demands not mere facts but also that executive power which can initiate plans and put them into effective operation. This power is seldom acquired from experience in details but comes from a thorough knowledge of business principles and of how to apply those principles to the solution of problems. Executive and managerial leadership demands that power; the School of Business through its Business Administration Course proposes to develop it.

Conservative estimates indicate that about 24,000 colleges and university graduates enter commercial and business positions each year, and that there are 650,000 attractive opportunities for college men in the fields of business and public service. It will be seen that the number of college-trained men entering business careers in any given year fill less than 4% of the available opportunities attractive enough to interest these men. Of these 650,000 executive and other higher positions 41% are in the field of distribution, 21% in industry, 6% in real estate, 6% in finance and banking, 6% in public service, 5% in insurance, 4% in accounting, and 4% in transportation. It is apparent that the fields of marketing, finance, and industry offer nearly 70% of the positions suitable for college-trained men.

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* Statement by Dr. Jeremiah W. Jenks, late President, Alexander Hamilton Institute.

A recent extensive study* of occupational opportunities shows that most college men who enter work in distribution, industry, transportation, and banking become involved sooner or later in some function of operating management where they become responsible for the direction of human effort within their organization. Those who enter insurance, real estate, investment banking and distribution become primarily responsible for the selling of goods or services. Business Administration, as Northeastern University School of Business conceives it, involves the functions of co-ordinating and administering the efforts of men engaged in a common business enterprise.

The Business Administration Program is primarily planned to train men and women who are now employed in business and industry for a more successful performance of their duties and responsibilities and to become more intelligent and useful members of society. While the program is primarily designed to further the students' vocational and economic interests, it does not ignore the values which come from a cultural appreciation. Students who pursue this program become acquainted with the major business functions such as marketing, finance, production, and accounting. They receive a thorough training in the principles of economics and the application of those principles to modern business conditions. Through special attention to the problems of personnel, the student sees himself in relationship to executive and managerial responsibilities which he may be asked later to assume.

The question is frequently asked, "For what specific positions in business will this program prepare me?" The Dewhurst and Bossard study reveals that a small proportion of the graduates of the business administration programs in schools of business chose their occupation in the field of their specialization in college. It has been found that detailed vocational knowledge of special fields, except in the field of Accounting, can be taught more readily on the job than in the classroom. The School of Business takes the position that its program in Business Administration should provide the student with a broad general background and understanding of the principles of business so that he can adapt himself readily to new situations as they arise, and make needed adjustments because of his ability to think analytically and soundly through a problem. In general it may be stated that those who pursue this program, in time will assume such positions as presidents, vice-presidents, owners of business enterprises, general managers, treasurers, sales managers, and department heads with salary ranges from $4,000 to $25,000. Others may rise to positions of minor executive importance such as assistant treasurers, chief clerks, cashiers, office managers, credit managers, supervisors, and purchasing agents at salary ranges from $2,000 to $6,000.

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* Dewhurst and Bossard, University Education for Business, Univ. of Pa. Press.

SUBJECTS IN BUSINESS ADMINISTRATION PROGRAM

Requirements for Students Qualifying for the Degree of Bachelor of Business Administration

*Course Numbers**	*Subjects*	*Semester Hours*
A 5–6	Accounting for Executives**	4
D 1–2	Marketing	4
D 3–4	Salesmanship and Sales Management	4
D 5	Advertising Principles	2
E 1–2	Constructive English	4
E 3–4	Advanced English	4
E 5	Public Speaking	2
Ec 1–2	Business Economics	4
Ec 3–4	Financial Organization	4
Ec 7–8	Business Statistics and Forecasting	4
Ec 9	Economic History of U. S.	2
L 1–2	Legal Aspects of Business	4
M 1–2	Fundamentals of Business	4
M 5	Business Psychology	2
M 9–10	Industrial Management Problems	4
M 13–14	Administrative Policies	4
M 15–16	Business Administration Seminar	8
T 1–2	Thesis	4
	Business Experience	24
	Electives (8 semester hours to be chosen from the subjects listed below)	8
	Total Semester Hours Required for Degree	100

Elective Subjects

A 3–4	Intermediate Accounting	4
A 9–10	Cost Accounting	4
A 13–14	Income Tax Procedure	4
D 6	Advertising Production	2
E 6	Advanced Public Speaking	2
Ec 5–6	Investments	4
M 7–8	Credits and Collections	4

The normal period of attendance for this program is six years, thirty-two weeks each year, three evenings a week, two hours each evening, except for those who enter with advanced standing credit. Students who wish to attend less than three evenings a week may do so thus extending the period of time required to complete their program.

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* A double number as M 1–2 or E 3–4, indicates a full year course covering both the first and second semesters. A single course number, as D 5 or E 6, indicates a half year course covering only one semester. The letters indicate the classification of the course as: A, Accounting; D, Distribution; Ec, Economics; E, English; L, Law; M, Management; T, Thesis.

** Introductory Accounting (A 1–2), may be substituted for A 5–6 in the Divisions, in case A 5–6 is not offered.

COMBINED LAW AND BUSINESS PROGRAM

(This program is not available in the Providence Division)

The complexity of modern business activity makes it highly desirable for the lawyer to have an adequate knowledge of the principles of sound business administration. It is likewise becoming increasingly necessary for the business man to have a knowledge of the law. In order to meet this need and to provide such training for law and business students, the Evening School of Law and the Evening School of Business of Northeastern University offer a combined six-year program in business and law leading to the B.B.A. degree.

All business is organized and conducted on a legal basis. For this reason executive positions in many business enterprises demand a knowledge of the law upon the part of those who are to be successful. Underlying the present large scale marketing and production which characterize modern business is a network of law which safeguards the rights of business men as they deal with one another and also indicates the channels in which business practices shall be directed and through which they shall move. The man who approaches business with a keen knowledge of the principles of law underlying business will bring to his position an advantage which will be of inestimable value.

The combined six-year program offered by the University provides a sound and basic knowledge of those principles of law and business so essential for success in the various fields of business. This program has been introduced in response to a request for a course of study which will adequately meet the needs of the following groups:

(1) Those employed in banks and trust companies;

(2) Insurance officers and claim adjusters;

(3) Real estate operators;

(4) Accountants;

(5) Those engaged in executive positions in business and industrial organizations;

(6) Those now in the legal profession.

The courses in law and business are taken simultaneously throughout the six-year period of study. Those completing this program and receiving the B.B.A. degree, may continue in the School of Law and qualify for the LL.B. degree in approximately two additional years of study, provided they met the requirements for admission as regular students in the Evening Division of the University at the time of their initial registration.

Those who have already completed their law training in an approved school of law may receive advanced standing credit toward the B.B.A. degree for the law courses.

SUBJECTS IN LAW AND BUSINESS PROGRAM

Prescribed Subjects for Students Qualifying for the Degree of Bachelor of Business Administration.

*Course Numbers**	*Subjects***	*Semester Hours*
See Law Catalog for Description of Law Courses	Contracts	4
	Introduction to the Study of Law	1
	Personal Property	2
	Sales	2
	Agency and Partnership	2
	Bills and Notes	2
	Property I (Rights in land and conveyances)	4
	Property II (Mortgages, landlord and tenant)	2
	Corporations	4
	Conflict of Laws	2
	Constitutional Law	3
M 1–2	Fundamentals of Business	4
E 1–2	Constructive English	4
Ec 1–2	Business Economics	4
T 1–2	Thesis	4
	Business or Professional Experience	24
	Total	68

Additional Prescribed Subjects for Those Desiring to Specialize in Accounting.

A 1–2	Introductory Accounting	4
A 3–4	Intermediate Accounting	4
A 7–8	Accounting Problems	4
A 9–10	Cost Accounting	4
A 11	Auditing	2
A 13–14	Income Tax Procedure	4
A 15	Constructive Accounting	2
A 17–18	Accounting Seminar	8
	Total	32

(Program continued next page)

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* A double number as M 1–2 or A 7–8, indicates a full year course covering both the first and second semesters. A single course number, as A 11, indicates a half year course covering only one semester. The letters indicate the classification of the course as: A, Accounting; D, Distribution; Ec, Economics; E, English; L, Law; M, Management; T, Thesis.

** NOTE:—Students in this course who are employed in Trust Departments of Banks, or are in positions where a knowledge of Trusts, Wills, and Equity is of value, may be permitted to substitute these three courses for other prescribed law courses upon approval of the Dean of the School of Business.

For a description of the Law Courses, see the catalog of the School of Law. A copy will be sent upon request.

Additional Prescribed Subjects for Those Desiring to Specialize in Business Administration.

A 5–6	Accounting for Executives	4
D 1–2	Marketing	4
Ec 3–4	Financial Organization and Management	4
Ec 7–8	Business Statistics and Forecasting	4
M 9–10	Industrial Management Problems	4
M 13–14	Administrative Policies	4
M 15–16	Business Administration Seminar	8
	Total	32
	Total Semester Hours Required for Degree	100

The normal period of attendance for this program is six years, thirty-four weeks each year, three evenings each week and two hours each evening, except for those who enter with advanced standing credit. Those who wish to attend less than three evenings a week may do so and take a longer period of time to complete their program.

MASTER'S DEGREE PROGRAM

The graduate program for the degree of Master of Business Administration provides a broad foundational training in general business and does not presuppose preliminary study in the field of business. The courses have been selected with a view to giving the student a well-rounded training of an intensive nature in the following main phases of business:

Finance
Management
Accounting
Marketing
Statistics and Forecasting

In so far as possible, problem and case materials are used as the basis of work in these fields. Opportunity is thus afforded the student to apply business principles in arriving at the solutions of typical business situations. It is expected that the work of the graduate student will be of a qualitative nature, and for that reason high scholastic requirements are maintained.

Requirements for the M. B. A. Degree

In order to qualify for the degree of Master of Business Administration, candidates must satisfy all of the following requirements:

1. They must have received a Bachelor's Degree from an approved College, University or Technical School, the approval of the degree being in all cases determined by the Administrative Committee.
2. They must complete the courses, or their equivalent, and the thesis prescribed under Group A, and in addition, select from the Group B at least eight semester hours. Advanced standing credit will be granted for graduate work completed in other institutions, but in no case can such credit exceed a total of 18 semester hours.

3. They must present an acceptable thesis (see page 48 for thesis requirements).
4. In addition to meeting the individual course requirements they must pass an oral examination given by a committee of the Faculty (see page 42 for statement on this examination).

Candidates for admission to this course are expected to have completed a satisfactory course in General Economics as a part of their college program. In the absence of this training the candidate will be required to enroll for the undergraduate course in Business Economics (Ec-1-2). No credit can be given for this course toward the M.B.A. degree.

All courses listed in Group A are required and the candidate must select from Group B such additional courses as are necessary to complete the hour requirements for the degree.

GROUP A (ALL REQUIRED)

*Course Number**	*Subject*	*Semester Hours*
A 5–6	Accounting for Executives	4
D 1–2	Marketing	4
Ec 3–4	Financial Organization and Management	4
Ec 7–8	Business Statistics and Forecasting	4
M 9–10	Industrial Management Problems	4
M 13–14	Administrative Policies	4
T 3–4	Thesis	4
	Total Semester Hours required	28

GROUP B

(Minimum of 8 semester hours to be selected)

*Course Number**	*Subject*	*Semester Hours*
A 3–4	Intermediate Accounting	4
A 7–8	Accounting Problems	4
A 9–10	Cost Accounting	4
A 11	Auditing	2
A 15	Constructive Accounting	2
A 17–18	Accounting Seminar	8
D 4–5	Advertising Principles and Production	4
D 6–7	Salesmanship and Sales Management	4
Ec 5–6	Investment Principles and Practice	4
M 15–16	Business Administration Seminar	8

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* A double course number, as M 1–2 or A 7–8, indicates a full year course covering both the first and second semesters. A single course number, as A 11, indicates a half year course covering only one semester. The letters indicate the classification of the course as: A, Accounting; D, Distribution; Ec, Economics; E, English; L, Law; M, Management; T, Thesis.

The examination requirements to be met by all candidates are as follows:

1. Candidates are required to pass satisfactorily the final written examinations and the required term work in each course. A minimum passing grade of 80% is required, both in the final examination and the term work.
2. After the thesis has been accepted, the candidate is required to defend his thesis in an oral examination conducted by a committee of the Faculty. This examination also tests the candidate's mastery of the courses and fields covered in Group A and Group B.

SPECIAL PROGRAMS AND SINGLE COURSES

Special one-year, two-year, or longer programs may be arranged to meet the needs of any student who does not find in the regular programs offered by the School the type of training desired.

Such programs must be approved by the Dean and are made up only from courses offered in the Evening Division of the University.

Any course may be taken singly or in combination by those who have the necessary preliminary training to pursue with profit the course or courses selected towards the degree or certificate. Full credit will be allowed for any of these courses provided they are a part of the degree or certificate program chosen by the student.

Students should consult the schedules of courses offered in Boston and in the Divisions for a list of available courses.

APPLIED SCIENCE PROGRAM

A six-year program in Applied Science, combining business and Applied Science subjects, is offered in the Springfield Division. The degree of Bachelor of Commercial Science is awarded upon the completion of this program.

Information regarding this program and a description of the courses will be found in a special booklet issued by Northeastern University, Springfield Division, 114 Chestnut Street, Springfield, Massachusetts.

DESCRIPTION OF COURSES

The University reserves the right to withdraw, modify or add to the courses offered, or to change the order of courses in curriculums as may seem advisable.

The University further reserves the right to withdraw in any year any elective or special course for which less than twenty enrollments have been received. Regular students so affected by such withdrawal will be permitted to choose some other course. In the case of special students a full refund of all tuition and other fees will be made.

Students in Boston and in the Divisions in Worcester, Springfield and Providence, should consult the schedule of classes in the respective city where they are to attend for information as to courses given during the present year.

All full year courses are numbered with a double consecutive number and all semester courses with a single number. The letter or letters immediately preceding the numbers indicate the classification of the course.

ACCOUNTING (A)

Applicants for admission to the School who have had experience in accounting or bookkeeping or who have pursued systematic courses in institutions of less than college grade may take an Advanced Standing examination in Introductory Accounting. Those who pass this examination will be admitted to Intermediate Accounting and will receive full credit for Introductory Accounting. See Advanced Standing credit statement, page 27.

Introductory Accounting A 1–2 Thirty-two sessions; 4 hours' credit. No previous knowledge of bookkeeping or accounting necessary.

This course provides basic instruction for those who plan to specialize in accounting or for those who wish to enroll later for more advanced courses. Emphasis is placed upon proprietorship accounts, including books of entry, statements, business practices, adjustments, and an introduction to partnership accounts. Drill and practice work is required for proficient handling of simple accounting transactions.

Intermediate Accounting A 3–4 Prerequisite: A 1–2, or the passing of an advanced standing examination. Thirty-two sessions; 4 hours' credit.

A study of partnership accounting, including organization, dissolution and liquidation of the partnership, major emphasis being given to the corporate form of accounts with special attention to manufacturing and trading activities. In addition to the drill and practice work on accounting technique, a mastery of basic principles of general accounting is required.

Accounting for Executives A 5–6 Thirty-two sessions; 4 hours' credit. No previous knowledge of bookkeeping or accounting necessary.

An analysis and interpretation of business transactions in terms of their effects upon management and administration. Through the informal discussion of actual business problems, a power of analysis is developed and students become familiar with the practical application of accounting. Emphasis is placed upon the elements and relationships of statements, the content and significance of accounts, distinction between capital and revenue, and accounting as a basis of evaluation for special analysis.

Accounting Problems A 7–8 Prerequisite: A 3–4 Thirty-two sessions; 4 hours' credit.

Develops power of analysis in utilizing accounting data. Problems are used as the basis for instruction and discussion to cover the more advanced phases of financial statements and accounts found in the more complex business organizations.

Cost Accounting A 9–10 Prerequisite: A 3–4 Thirty-two sessions; 4 hours' credit.
Acquaints the student with the relationship of cost accounting to management and administration control and shows how adequate cost systems may further the intelligent management of business enterprises. Numerous problems serve as the basis for a study of the various accounts, records, systems, and methods commonly used in modern cost accounting.

Auditing A 11 Prerequisite: A 3–4 Sixteen sessions; 2 hours' credit.
Accounting facts and practices are analyzed to determine whether or not they conform to professional practice. The work of the auditor in relationship to professional requirements, the mechanics of auditing, and the preparation of reports and certifications is studied.

Income Tax Procedure A 13–14 Prerequisite: A 3–4 Thirty-two sessions; 4 hours' credit.
A detailed study is made of Federal and State tax laws, their administration and application to the incomes of individuals; partnerships, corporations and fiduciaries; treasury and tax department regulations and rulings; and of the decisions of the Board of Tax Appeals, and of various Federal and State courts. Practice in making out reports and returns, and a study of the procedure of handling claims form the basis of applied instruction.

Constructive Accounting A 15 Prerequisite: A 3–4 Sixteen sessions; 2 hours' credit.
To acquaint students with the principles underlying the construction of accounting systems and the procedure of system installation. The course is developed by means of problem projects beginning with an analysis of the accounting needs of a small business. By gradual steps increasingly larger businesses are studied and accounting systems developed to meet their needs. Special attention is given accounting records in relation to the expansion of the accounting system.

Accounting Seminar A 17–18 Prerequisites: A 7-8; A 9–10; A 11; A 13–14 and A 15. Equivalent to two full-year courses; 8 hours' credit.
This work is conducted upon a group and an individual conference basis, and the progress of each student is measured by individual application and diligence. Each student is assigned a series of contracts or problems in accordance with the field of specialization selected; i.e., public accounting, including preparation for the C.P.A. Examination, or commercial accounting. Each contract or problem when completed is presented in conference with the director of the Seminar or his assistant. The problem is carefully checked and evaluated, and the student is examined upon the principles and technique relating to the problem. If the problem is acceptable, the student proceeds to the next problem or contract and thus progresses independently of other members of the class.

While students are placed upon their own responsibility, constant supervision is given to the rate of progress of each student. A minimum number of problems and contracts must be completed and accepted before credit can be granted. Those who desire to complete more advanced contracts, beyond the minimum, may thereby raise their scholastic standing, and if the work is of superior quality, may receive meritorious credit.

Frequent examinations are given those who are preparing for the C.P.A. Examination in order that they may become accustomed to the rigorous standards applied by the American Institute of Accountants and the State Board of Certification.

DISTRIBUTION (D)

Marketing enters into and influences every field of business and includes not only the direct process of the sale of goods, but the whole organization by which goods find their way from the original producer to the ultimate consumer. The change in the economic structure during the past ten years growing out of higher standards of living, the development of new occupational interests, and the shift of population to large cities, has tended to increase the cost of marketing of goods. Just as the elimination of waste in production was the keynote of business fifteen years ago, the reduction of expense and the introduction of more efficient methods in distribution is the foremost thought of business leaders today. For this reason courses in marketing form one of the basic elements in a business education.

Marketing D 1–2 Thirty-two sessions; 4 hours' credit.
An understanding of the various methods in common use for selling goods, and of the typical problems that arise in the course of distributing goods from the manufacturer through the middlemen and dealers to the consumers is provided. The selling problems of the manufacturer, the wholesaler, the retailer, and the specialty agent are studied in relationship to the various types of industries and commodities.

Salesmanship and Sales Management D 3–4 Thirty-two sessions; 4 hours' credit.
Sales problems and methods as they relate to personal selling of goods, services, ideas and intangibles such as stocks, bonds, insurance, etc., are emphasized in the first half of this course. Students are regularly required to participate in sales demonstrations. Management problems of selling as applied to the sales force and the control of sales operations receive consideration in the latter half. This work does not duplicate that covered in D 1–2.

Advertising Principles D 5 Sixteen sessions; 2 hours' credit.
Copy and lay-out for national, local, and direct-mail advertising, technique, topography, advertising agency procedure, and the production of advertising material are considered. Ample practice in the analysis of current advertising and in the preparation of original advertisements is furnished.

Advertising Production D 6 Prerequisite: D 5 or satisfactory experience in advertising work. Sixteen sessions; 2 hours' credit.
Newspaper, magazine, and out-door advertisements, mailing pieces, dealer helps, sales letters, and other types of advertising materials will be worked out by the individual student under the personal direction of the instructor. Problems of copy, layout, topography as related to mechanical production will receive special attention.

ECONOMICS (Ec)

Economics is the basic foundation upon which the general principles of business as a science are founded. A mastery of the underlying economic laws enables the student to see clearly the forces which business men must use in arriving at solutions to their problems. An appreciation and understanding of economics is a necessary factor in the equipment of a progressive business man.

Business Economics Ec 1–2 Thirty-two sessions; 4 hours' credit.
The characteristics of modern business and industry are studied in terms of their operations and relationship to the modern economic system. Economic laws and principles are considered in terms of business conditions peculiar to our own time and country and how these laws govern prices, wages of labor, profits, credit, competition, work and working conditions, and rewards for business enterprise.

Financial Organization Ec 3–4 Prerequisite: Ec 1–2 Thirty-two sessions; 4 hours' credit.
The functions and services of money and credit as mediums of exchange are discussed. A detailed study is made of the organization and functions of modern financial institutions such as commercial banks, trust companies, investment security houses, savings institutions, stock exchanges, the Federal Reserve System, and other credit and financial institutions.

Investment Principles and Practice Ec 5–6 Thirty-two sessions; 4 hours' credit.
Consideration is given to the determination of investment policies and to the analysis of various kinds of securities such as types of bonds, preferred and common stocks, and their place and use in the investment field. Attention is also given to the economic factors and changes as they affect investments.

Business Statistics and Forecasting Ec 7–8 Prerequisite: Ec 1–2. Thirty-two sessions; 4 hours' credit
The objective of this course is to train the student to use statistics in making better analyses of the business problems than is possible without statistics. The point of view of the business man and not the professional statistician is maintained throughout the study.

In the early part of the course the emphasis is placed upon the necessary technical methods, using business problems as illustrations; in the second part of the course, the point of view is changed and the emphasis is placed upon solving practical problems, using statistical methods as tools when necessary. The practical application of statistics to business is directed toward business forecasting, business budgeting, production and labor, market analysis, investment and financial analyses, and executive and management statistics.

Economic History of the United States Ec 9 Sixteen sessions; 2 hours' credit.
A general survey is made of the economic and industrial development of the United States from the colonial period to the present time. Emphasis is placed upon the origin and growth of American industries, changes in industrial and commercial policies, economic forces at work in business, social and political institutions, and upon problems arising from expansion and growth of business and industry in the United States.

ENGLISH (E)

The value that comes from the effective use of good English in business reports and communications is being increasingly emphasized by business leaders. All students who are candidates for the degree, or diploma, are required to pursue systematic courses in English. Those having outstanding deficiencies may be required to take additional courses in English.

All candidates for admission to English 1–2 course, regardless of previous work in English, must take a minimum essentials test.

Constructive English E 1–2 Thirty-two sessions; 4 hours' credit.
Efficient training is provided in the use of correct and forceful English for business purposes. Practice in the construction of sentences, paragraphs, and short articles or compositions provides opportunities for written expression on business topics. Study is devoted to the elements of logic as related to the organization and expression of thought.

Advanced English E 3–4 Prerequisite: E 1–2 or equivalent. Thirty-two sessions; 4 hours' credit.
Literature of value and interest to business men forms the basis of study and practice in writing so as to develop an effective easy style of expression. The student acquires a cultural basis which will serve not only as a source of entertainment in leisure hours but also an aid for business communications.

Public Speaking E 5 Sixteen sessions; 2 hours' credit.
Those who wish to speak convincingly, to overcome self-consciousness, and to develop self-confidence will find this course meeting their needs. Students are trained in the seleciton and organization of speech materials, the delivery of the speech, and in other important essentials of effective speaking. The entire course is practical and not theoretical. Work is centered around the interests and topics of business men and is specifically adapted to their needs.

Advanced Public Speaking E 6 Prerequisite: E 5 or equivalent. Sixteen sessions; 2 hours' credit.
Emphasis is placed upon the complete construction of several speeches in class beginning with the subject, the search for materials, the construction of the speech, its organization, introduction, and conclusion. Special attention is given to the delivery of the speech with each student giving a speech at each meeting of the class. Some attention is also given to debating and the methods and types of argument and refutation.

LAW (L)

In this School only one systematic course in law as applied to business is offered. Those desiring more extensive courses in Law are referred to the courses in the Combined Law and Business Program. Students majoring in Accounting and those planning to take the C.P.A. Examination will specialize in the more advanced phases of law in relation to accounting in the Accounting Seminar.

Legal Aspects of Business L 1–2 Thirty-two sessions; 4 hours' credit.
A study of the application of legal machinery to the current needs and demands of modern business for facilitating organization, credit, finance, security or protection from risks, marketing, and commercial and industrial peace. The course also provides excellent preparation for the law phase of the C.P.A. Examination.

Other Law Courses

Additional Law Courses available to students pursuing the Combined Law and Business Program are described in the School of Law Catalog which will be sent upon request. These courses are as follows:

- Contracts
- Personal Property
- Introduction to the Study of Law
- Sales
- Agency and Partnership
- Bills and Notes
- Property I
- Property II
- Corporations
- Conflict of Laws
- Constitutional Law
- Equity
- Trusts
- Wills

MANAGEMENT (M)

With the complex and rapidly changing conditions of modern business, the functions of administration and management must be clearly defined and maximum economies effected. Through the problem approach, these courses train the student to supplant guess work and trial and error processes with organized knowledge and proven management methods.

Fundamentals of Business M 1–2 Thirty-two sessions; 4 hours' credit.
An introductory survey of the whole field of business administration with special emphasis upon training the student in the analysis of business problems. The functions of the business administrator are discussed with particular reference to the control policies and devices of the manager. The course presents the problems of business administration as an interrelated whole and helps the student to see the lines of study which lead to solution of those problems.

Business Psychology M 5 Sixteen sessions; 2 hours' credit.
Business psychology is the study of predicting and influencing human behavior in business. It provides an understanding of man's mental life, of how the individual and the group behave and are influenced in their behavior, and of how the business man may predict and control his own behavior and that of those with whom he works. The study and analysis of the student's own personal problems and behavior constitute a valuable and interesting phase of the course.

Credits and Collections M 7–8 Thirty-two sessions; 4 hours' credit.
Conducted in co-operation with the National Institute of Credit and the local Credit Men's Association, this course furnishes instruction in the theory of credit, the workings of a Credit Department, whether in the wholesale or retail field, and in the analysis and use of credit statements as aids to efficient management.

Industrial Management Problems M 9–10 Thirty-two sessions; 4 hours' credit.
Problems which confront industry in organization, planning, operation, and control of the production of commodities form the basis of study in this course. Special attention is given to scientific methods of management in industry and of co-ordination of production with purchasing, sales, finance, and transportation.

Administrative Policies M 13–14 Prerequisites: A 5–6, D 1–2, Ec 3–4, M 1–2 and M 9–10. Thirty-two sessions; 4 hours' credit.
Co-ordination of the functional relationships which exist between the different departments of business with the problems affecting the determination of administrative and managerial policies is the purpose of this study. Cases and problems dealing with organization and expansion, consolidation and combinations, reorganizations, internal administration, industrial and human relations, governmental control, and important social and economic changes form the basis of discussion and study. Outside lecturers meet occasionally with the class to discuss important problems.

Business Administration Seminar M 15–16 Prerequisites: A 5–6, D 1–2, Ec 3–4, and M 13–14. Equivalent to two full-year courses; 8 hours' credit.

This work is conducted upon a group and an individual conference basis, and the progress of each student is measured by individual application and diligence. Each student is assigned a series of contracts or problems in accordance with the field of specialization selected; i.e., Marketing, Finance, or Management. Each contract or problem when completed is presented in conference with the director of the Seminar or his assistant. The problem is carefully checked and evaluated, and the student is examined upon the principles and technique relating to the problem. If the problem is acceptable, the student proceeds to the next problem or contract and thus progresses independently of other members of the class.

While students are placed upon their own responsibility, constant supervision is given to the rate of progress of each student. A minimum number of problems and contracts must be completed and accepted before credit can be granted. Those who desire to complete more advanced contracts, beyond the minimum, may thereby raise their scholastic standing, and if the work is of superior quality, may receive meritorious credit.

THESIS (T)

Each candidate for a degree must submit a thesis. Under no conditions are candidates excused from meeting this requirement.

Bachelor's Degree Thesis T 1–2 Four hours' credit.

The conditions to be fulfilled are:

1. The subject and preliminary outline must be approved by the Dean not later than November 1 of the senior year.
2. The completed outline must be submitted not later than December 1 of the senior year.
3. The completed thesis must be presented to the Dean, or the Director in case of the Divisions, not later than April 15 of the year in which the candidate expects to graduate. Upon approval of the thesis by the Committee on Theses, the candidate is required to present to the School two typewritten copies of the thesis for permanent filing.
4. The thesis is expected to meet the equivalent of the work required in a full year course and to represent at least 150 hours of systematic work in preparation and writing of the manuscript.

Students are advised to begin their theses during their junior year so as to be able to devote their summer months prior to the beginning of their senior year to this work. By so doing the load of the senior year may be lightened.

Master's Degree Thesis T 3–4 Four hours' credit.

The thesis for the M.B.A. degree should give evidence of:

1. Investigation and collection of data as a basis for the thesis.
2. Presentation of the essential principles of business which are related to the field covered by the thesis.
3. Demonstration of the candidates' ability to apply these principles of business to the data set forth in the thesis and specifically to the problem raised by the thesis.

The following requirements pertaining to the thesis should be kept in mind:

1. The candidate is required to file with the Dean the subject and outline of his thesis not later than October 1st of the school year in which he expects to receive his degree. For example, the candidate expecting to graduate in June 1933 should file his subject and outline not later than Oct. 1, 1932. Following the filing of the subject and outline, the candidate will be called into conference for further instructions.
2. Not later than April 1st of the year in which the candidate expects to graduate, the completed thesis must be presented in preliminary form, preferably typewritten and unbound. The thesis will then be reviewed by a special committee appointed by the Dean.

COURSES IN RELATED FIELDS

Students in the School of Business who may wish to offer as electives towards a degree one or more of these courses, offered, in Boston only, by the Lincoln School of Liberal Arts, conducted by Northeastern University, Evening Division, should consult the Dean or the Registrar.

Chemistry
College Composition
American and European Government
American History
International Relations
Survey of English Literature
Modern Social Problems
Philosophy
Introduction to Sociology

METHODS OF INSTRUCTION

The policy of the School is to furnish quality instruction in all courses and to keep the student in contact with actual business affairs. Instruction in nearly all courses is by the problem and case method. In a few of the introductory or survey courses, the lecture and textbook method is used in combination with the problem method. The primary purpose of instruction in all courses is to develop in the student the power to analyze and solve business problems and to deal intelligently with facts, conditions, and ideas as he confronts them. Situations and business problems of the nature found in the following final examinations are typical of the practical form which instruction assumes in the classroom. The use of such materials develops keen interests, stimulates mental activity, and gives the student a vivid knowledge of essential economic principles as applied to business procedure.

In addition to the use of problems and case materials, the best and most modern textbooks are used. Instructors frequently supplement these texts with interesting and stimulating lectures. Written reports, tests, and final examinations are required in order that the student may measure his own progress and achievement.

These final examinations, given during 1930-31, typify the nature of instruction and the standards maintained in the School.

BUSINESS PSYCHOLOGY

(Three Hours)

1. An employee of a chocolate factory, putting up small drug counter packages, was on the point of taking one to give to his "girl". Several times he picked up a package, slipped it under the bench in order to slide it into his pocket, and then put it back. Explain the psychological processes back of his conduct.
2. A young man trying to work his way up in a factory found that his work and many of his associates were getting on his nerves and that people were constantly getting him into situations that became heated. What should he do about it? Why?
3. What effects upon the workers would you expect to result from
    a. The development of interdepartmental ball teams?
    b. A company-fostered, but largely self-governing men's Club?
4. Two rival agitators were addressing a small group of workers. One represented the A. F. of L. and the other the "one big union". One of the agitators was skillful in his choice of words and in explaining the value of his union to the workers, but had a shifty eye and talked in a "smooth way". The other spoke poorly and had few good arguments, but had an earnest, honest expression. Other things being equal, which of the two would be the more influential? Why?

5. Where are discharges and disciplinary lay-offs likely to be more frequent — in a loosely run easy-going department, or in a well-disciplined department? Why?
6. A department head had become so old that he could no longer do executive work. After careful study the manager decided that he must transfer him to a staff job of "order censoring". How should the manager put the decision up to the employee?
7. If the management of a company is scrupulously honest and just, will a union agent going over the ground preliminary to an attempt to organize the shop, find malcontents who feel that the shop is full of graft, that the management are "slave drivers," etc. Why, or why not?
8 A large bank instituted an employees' school which all new employees were required to attend for from six months to a year depending upon the job they were hired for. The president of the bank, in employing an educational director, told him that nothing in a bank was more important than honesty and that he would judge the value of the school from its influence upon the honesty of the employees it graduated, more than from any other thing. Was this a fair basis of judgment? If you were the Director of Education, what steps would you take under the circumstances? Why? Give the psychological reasons for your answer.
9. A divinity school professor's son who, at seventeen years of age had passed the entrance examinations to Yale, decided to make industrial management his life work. He had a good physique, mechanical interests, and social charm. If he came to you and asked you what were the most important qualities for an executive to possess, and what advice you could give him to prepare himself for success as an executive, what would you tell him? Give the psychological reasons for your advice.
10. In what way, if any, has your work in psychology either
    a. Changed your viewpoint towards employers or employees;
    b. Inspired you by giving you more faith in yourself;
    c. Revealed the possibilities and benefits to be derived from a general application of the fundamentals of psychology in business.

ANALYSIS OF FINANCIAL STATEMENTS

(Four Hours)

Work Problems 1, 2, 3 and Either Problem 4 or 5

I

In January, 1931, the comptroller of Dry Goods Wholesalers, Inc., presented the following operating statement to the general manager of the company:

Sales		$1,200,000
Less: Cost of Goods Sold		
Inventory, January 1, 1930	$550,000	
Purchases	900,000	
Goods Handled	$1,450,000	
Inventory, December 31, 1930	300,000	1,150,000
Gross Profit		$50,000
Less: Expenses		140,000
Net Loss from Operations		$90,000

Upon reviewing the above statement, the general manager expressed the opinion that it gave a false impression of the operating efficiency since, in accord with the company's policy, the ending inventory had been valued at market instead of cost, which was $430,000.

Do you agree with the general manager?

If so, how might the above statement be altered to permit correct interpretation?

II

The American Machine and Foundry Company owned 65,375 shares of the $100 par value common stock of International Cigar Machinery Company. Balance sheets for 1925 and 1926 of the American Machine and Foundry showed balances in certain accounts as follows:

	1925	1926
(a) Investment in Stock of International Cigar Machinery Company	$2,615,000	$5,883,750
(b) Goodwill, Patents, Rights, etc.	5,307,931	5,450,169*
*Less amortization reserves of $979,686		
(c) Reserves for Depreciation	1,468,732	3,082,974
(d) Reserves for Contingencies	347,471	1,005,558

Consolidated income and surplus accounts of American Machine and Foundry Company for 1926 are reproduced, in part, below:

Consolidated Income Account

Gross Income		$ 6,643,521
Manufacturing Cost and Expenses		5,631,393
Gross Profit		$1,012,128
Deduct: Interest and Bond Expense		140,594
		$871,534
Deduct: Depreciation	$248,432	
United States Income Taxes	3,655	252,087
Profit for Year		$619,447
Add: Dividends Received from Subsidiaries		135,750
Net Profit for Year		$755,197
Less: Minority Interest in Subsidiary Profit		211
Net Profit to Consolidated Surplus		$754,986

ANALYSIS OF CONSOLIDATED SURPLUS

Earned Surplus, December 31, 1925			$4,462,136
Adjustment Account Prior Years		$41,738	
Investments in Affiliated Companies written off		65,092	106,830
			$4,355,306
Net Profit for Year 1926			754,986
Earned Surplus, December 31, 1926			$5,110,292
Capital Surplus, December 31, 1925		$2,833,210	
Increased by Reappraisal of Stock in International Cigar Machinery Company		3,268,750	
		$6,101,960	
Deduct: Reserves for amortization of Patents, Rights, Goodwill, Development, etc., Depreciation of Buildings and Equipment and Special Contingencies	$3,321,182		
Expenses incurred upon Reissue of Preferred Stock	114,137		
Adjustment Account Prior Years	10,699	3,446,018	
Capital Surplus, December 31, 1926			2,655,942
Total Surplus, December 31, 1926			$7,696,234

What effect did the revaluation of the investment in International Cigar Machinery Company have on the net income of American Machine and Foundry Company? Discuss the possible effects of this revaluation on the financial policies of the company.

III

From the following condensed quarterly statement of surplus as of March 31, 1931, and the condensed annual statement of surplus as of December 31, 1930, of a large investment trust, can you tell whether any earned surplus was available for the common stock? If so, how much? Do you think the statements presented adequately set forth the facts?

STATEMENT OF SURPLUS, MARCH 31, 1931

Surplus, December 31, 1930		$19,989,000
Net Income — January 1 to March 31, 1931		609,000
Profit on Sale of Securities:		
Based on Average Cost	$88,000	
Based on Cost of Individual Purchases	57,000	
	$145,000	
Loss on Sale of Securities:		
Based on Average Cost	2,849,000	
	$2,704,000	
Less: Amount Transferred from General Reserve	2,704,000	
		$20,598,000
Deductions: Preferred Dividends Declared	$600,000	
Less: Dividends on Corporation's Own Preferred Stock Held	77,000	523,000
Surplus, March 31, 1931		$20,075,000

Unrealized depreciation on investments on December 31, 1930, was $14,753,000 and on March 31, 1931, was $8,408,000.

Statement of Surplus
December 31, 1930

Paid-in Surplus			$26,354,000
Earned Surplus:			
Net Income for the Year		$2,804,000	
Profit on Sale of Securities:			
Based on Average Cost	$2,753,000		
Based on Cost of Individual Purchases	65,000	2,818,000	5,622,000
Adjustments:			
Dividends Declared in 1929, Received in 1930, etc		$177,000	
Difference between Cost and Capital Value of 33,650 shares of Corporation's 6% Preferred Stock Retired		202,000	379,000
Total			$32,355,000
Deduct: Preferred Dividends Declared		$2,602,000	
Less: Dividends on Corporation's Own Preferred Stock Held		236,000	
		$2,366,000	
Transferred to General Reserve		10,000,000	12,366,000
			$19,989,000

On January 1, 1930, the unrealized appreciation on investments was $534,000; on December 31, 1930, the unrealized depreciation was $14,753,000, or a total unrealized depreciation of $15,287,000.

IV

Operations of the Atlas Company for 1926 resulted in a gain in net profit as compared with 1925 of $50,750. This gain was reflected in the comparative operating statement for the two years as follows:

	1925	1926
Net Sales	$475,000	$550,000
Cost of Sales	356,250	380,000
	$118,750	$170,000
Less: Marketing Costs	12,000	12,500
	$106,750	$157,500
Less: General Administration	15,000	15,000
Net Profit for Period	$91,750	$142,500

When the above statement was presented to the various executives, a dispute arose as to the responsibility for the favorable change. The sales department maintained that the 5% price increase, greater volume, and only a 4.16% increase in marketing costs instead of a normal 10% increase were the principal factors for the improvement. On the other hand, the manufacturing department claimed a substantial share of credit, calling attention to the fact that production costs had been reduced.

If you were called upon to settle this dispute, what conclusions would you reach? Prepare a statement showing precisely how the changes in net profit were brought about, discussing them in the light of the contentions made by the sales and manufacturing departments.

V

A has agreed to sell to B the goodwill of the XY Company. For purposes of this agreement the value of the goodwill is to be considered equivalent to the profits of the XY Company for the last three years of its operation. You are asked to examine the following statement of the profits of the company for the three years indicated and to compute the value of the goodwill in accordance with the agreement of the parties.

Credits	1st year	2nd year	3rd year
Sales (selling prices substantially uniform during period)	$638,400	$602,500	$564,000
Estimated Value of Construction Work Charged to Property Account	110,000	77,600	154,000
Appreciation of Real Estate upon Revaluation by Reliable Appraisers		80,000	
Profit on Sales of Bethlehem Steel Company Stock			85,000
Inventory at End of Period:			
Production Material at Cost	72,000	103,100	106,600
Finished Goods at Selling Prices	76,500	114,000	150,000
	$896,900	$977,200	$1,059,600
Debits			
Production Materials Purchased	$233,000	$252,400	$220,300
Production Labor	50,850	61,400	60,900
Production Expense (including depreciation)	66,750	69,300	70,300
Selling Expenses	52,500	55,650	62,800
Interest Paid	96,000	94,000	98,500
Cost of Construction Work	74,600	49,000	86,000
Inventory at Beginning of Period:			
Production Material at Cost	51,400	72,000	103,100
Finished Goods at Selling Prices	54,900	76,500	114,000
	$680,000	$730,250	$815,900
Balance, being Profit Claimed by A	$216,900	$246,950	$243,700

AUDITING

(Four Hours)

1. What factors are to be considered in determining the type of audit one should recommend to a client?
2. You receive the following letter: "We have never had our books audited, but are contemplating an audit now. Two of our friends have recommended you to us. Both have businesses similar to ours, but their advice as to the time required is very different. Do you make different kinds of audits? If so, what are the different kinds and under what circumstances do you recommend one kind and when another?" Write a reply.
3. In commencing the audit of the accounts of a corporation what instructions might be given to the bookkeeper showing the work that should be done before the audit commences?
4. Prepare that portion of an audit program relating to the verification of the balance of cash in a balance sheet audit as of December 31, 1930, assuming you were to start the audit tomorrow morning. You may assume that the company does not deposit all receipts and that payments are made in currency from daily receipts. Your program should give all the necessary steps to be taken in order to certify to the cash balance at December 31, 1930.
5. The X Corporation placed surplus funds amounting to $50,000 in the hands of the First National Bank with instructions to purchase for the account of the corporation U. S. Liberty Bonds. The bank reported that it had bought 49, $1000 bonds at a price of 101½.
   a. What documents or other data would you examine in connection with the verification of this transaction?
   b. If the price of these bonds was 100 as of the date of the balance sheet, under what classification and at what price would you show them in the balance sheet?
6. The opening inventory is $100,000. The purchases for the year are $500,000. The sales for the year are $700,000. The markup on retail is 25%. Apply the gross profits test and determine the closing inventory.
7. If you were called in to determine the amount to be recovered from insurance companies for a fire loss where the policies carried the eighty percent coinsurance clause, state the amount in your opinion to be paid by the companies in each of the following cases:

a	Inventory	$100,000	Insurance	$60,000	Loss	$40,000
b		100,000		90,000		95,000
c		100,000		40,000		40,000
d		100,000		50,000		80,000

8. A corporation issues $1,500,000 fifteen year mortgage bonds on January 2, 1930, at 95. The bond indenture provides that the corporation shall annually retire $100,000 of these bonds through a sinking fund.

State the balance of the bond discount account on December 31, 1934, the sinking fund having operated for that year.

9. Under what circumstances could the directors properly declare a dividend out of premiums received on the sale of capital stock?

10. You are retained by the ABC corporation to certify to its annual profits for the past five years for the purpose of arriving at a sale value. After charging all costs, expenses and providing properly for depreciation and for possible loss from bad debts, the profits as reflected on their statements are as follows: 1925, $35,000; 1926, $41,500; 1927, $33,500; 1928, $44,000; 1929, $39,300.

    A detailed examination discloses that included in the profits for 1926 is profit on a sale of securities amounting to $7,500, in 1928 a profit on sale of capital assets of $9,000 and in 1929 a profit on real estate of $4,800.

    Prepare a statement showing the computation of the average annual operating profit.

11. In the course of your audit of the ABC Corporation for the year ended December 31, 1930, you find the following conditions existing:
    a. At the beginning of the year the corporation had an accumulated operating deficit of $125,000.
    b. During the year the corporation made a net operating profit of $80,000.
    c. During the year the corporation caused its factory site to be appraised by a reputable appraisal company with the result that the appraisal value was found to exceed its book value by $175,000 and this appreciation in value was by order of the directors set upon the books and credited to the Surplus account.
    d. During the year four quarterly dividends were paid to stockholders; $50,000 in all to preferred stockholders, and $40,000 to common stockholders.
    e. The Company's balance sheet, to which you are required to certify without alteration, shows Surplus account at $40,000 without any detail or comment.

Give the exact language which, under these circumstances, you would incorporate in your certificate and state your reason therefor.

CONSTRUCTIVE ENGLISH

(Three Hours)

1. Write a discussion of the subject "What the course in English means to me". In this develop your own thoughts on such points as your personal need of English instruction, how you propose to use what you have learned, the practicability of the course, etc. You are free to criticize. Try for originality of expression and interest. Marks will be based on construction, spelling and effectiveness of discussion.

2. Answer briefly, but in complete sentences the following:
   a. What is the corethought of a letter?
   b. What are the four parts of a letter? Define each.
   c. In writing a business letter to a stranger, whose full name and address you have, what is the proper salutation?
   d. What is meant by the "you attitude" in letters and why is it important?
3. In two paragraphs, discuss the use of a buoyant, lively and progressive tone or style in letter writing as against a staid, conservative style. Give, in the discussion, an example of a product and the kind of reader calling for the former; also an example of the product and kind of reader calling for the latter.
4. Assume you are the credit manager of a concern manufacturing leather belting. You receive an emergency order from the Lakewood Machine Company, Alliance, Ohio, specifying rush delivery. Lacking definite information about the buyer, you send the order C. O. D. It is accepted and paid for, but Mr. B. L. Buxton, Treasurer of the Lakewood Company, writes you a letter complaining about such treatment. He really resents what he calls "an insinuation that we do not pay our debts". On inquiry you learn that the buyer is financially sound and honest. Write a letter designed to pacify him and keep his good will.
5. You are about to graduate from a university school of business in which you have specialized in production management. You want to get into a shoe factory. Write a letter to the president of a shoe company, asking for a job in the plant. The letter will explain that your chief desire is an opportunity to learn the business. Immediate salary is no object. You want a job, but, without boasting or presuming, you wish also to have the reader know that you expect to get full advantage of the training received in college. Consider carefully the point of view of the reader.

INDUSTRIAL MANAGEMENT PROBLEMS

(Three Hours)

1. (15 minutes.) What are the main elements which make up the cost of manufacturing an article? Explain in detail the meaning of each of these elements. A factory has an order for 100 articles which can be made at a cost of 12 cents each; a large part of this cost is for setting up the machine. If 200 of the articles are made at one time requiring only one set-up of the machine, the articles can be made at 10 cents each. 100 of these articles will be used right away, but if 200 are made it will be necessary to hold them in the factory stock for one year before they can be used. Suppose it costs 10% interest to hold parts in stock
   a. Would you advise making up a lot of 100 or a lot of 200 of the articles?
   b. Why?

2. (30 minutes.) Company A is engaged in the manufacture of meat choppers and coffee grinders, selling direct to retail store owners. Sales are usually on an installment basis, the customer signing a series of notes maturing monthly and extending over a period of about two years. Operating with limited capital, the company has been obliged to finance purchases of raw materials by offering certain of its creditors, customers notes which it has endorsed.

   Business increased quite rapidly during the summer of 1929, necessitating placing of large contracts with Foundry B for castings. Company A, however, did not have sufficient cash available to cover additional orders placed with the foundry. If no further orders were placed for castings, notes in possession of the foundry would liquidate the Company A account in about one year. If the foundry were to press Company A for cash payment on the new orders it would probably mean the loss of all future business.

   What plan would you suggest for the foundry to overcome this difficulty bearing in mind that the account of Company A has been a profitable one over a period of many years?

3. (15 minutes.) A factory schedule has been carefully laid out for the current and following production periods. A customer buying large quantities of goods suddenly finds he has over-ordered. He wires the factory to hold up production.
   a. State in detail what action you would take.
   b. To what extent would you actually hold up production?
   c. What discussion, if any, would you have with your customer?

4. (45 minutes.) The Miller Machinery Manufacturing Corporation recently found it necessary to plan for the production of a special product. This product was a carriage slide bracket used on one of its machines. The sales of machines using these brackets required 20,000 brackets a month. It had been determined that the bracket could be manufactured most economically in lots of 2,000 since the part was bulky and heavy, and production in larger lots would congest the plant by requiring too much floor space in the departments; also, too much trucking capacity in moving between departments would be required.

   There were 17 operations in 17 different departments in the manufacture of the bracket. These operations were analyzed as shown in the table following.

   With lots of 2,000 it was necessary to allow two days between each operation for moving the lot. The factory ran 9½ hours a day, so the total time which must be allowed for moving a lot was 323 hours.

Working time	299 hours
Moving time	323 hours
Total time required to manufacture	622 hours (practically three months)

Number of Operations	Description of operation	Number Pieces per Machine	Number of Machines	Total per Hour	Hours Necessary to Complete the Lot of 2,000
1	Drill and bit rod hole	20	5	100	20
2	Line ream	60	2	120	17
3	Mill carriage seat	30	4	120	17
4	Inspection	120	bench	120	17
5	Drill and tap screw holes	50	2	100	20
6	Straddle mill for head	20	5	100	20
7	Inspection	120	bench	120	17
8	Mill grove	75	2	150	14
9	Drill oil hole	80	2	160	13
10	Square shoulder	60	2	120	17
11	Turn neck for thread	40	3	120	17
12	Cut thread	20	5	100	20
13	Inspection of thread	100	bench	100	20
14	Drill for stud	60	2	120	17
15	Rivet in stud	50	2	100	13
16	Assemble with screw	100	bench	100	20
17	Final inspection	100	bench	100	20
	Total working hours				299

It will be noted that in three months the sales would be 60,000 and that, since each lot would take three months to manufacture, it would be necessary to run 30 lots simultaneously. Such a volume of this bulky piece would congest every department it went through and would upset the routine of the factory.

Could the approaching difficulty be avoided by a change in layout or in lot sizes?

5. (15 minutes.) What factors would be taken into consideration by a manufacturing company before deciding to add a new line of product to its existing line?

How can the company proceed in determining these factors?

Consider that the company in adding a new line: (a) entered a field little exploited; (b) entered a field with established competitors; (c) produced and marketed an entirely new product. What would be the effect in each case on: (1) the company under consideration; (2) competing companies; (3) the consumer?

6. (15 minutes.) How may Trade Associations be of assistance to competing manufacturers or producers in any particular industry?

Outline the usual specific activities of such an association and the direct benefits derived by the individual members of the association and the industry as a whole.

Discuss the legal aspects of Trade Association activities and state in what manner legal limitations are placed on them.

What fundamental conditions must exist among competing manufacturers if any real or permanent value is to be had from the work of the Trade Association?

7. (15 minutes.) In a factory where overhead is absorbed on a predetermined hourly basis and where there is unabsorbed or overabsorbed overhead to be charged off to profit and loss at the end of the month or the year, what effect has unabsorbed and overabsorbed overhead on inventory values?

   Explain fully for each condition.

   If correction factors are to be used to adjust inventory values how should the correction factor be determined and on what principle is it determined?

8. (30 minutes.) The storekeeper of the Eastbrook Mill Machinery Company had been troubled considerably by a shortage of parts caused by their unauthorized removal from the stockroom. There were over 8,000 different items used on the machines of the company, many of which were similar in appearance but a slight difference in measurements or shapes made it impossible to use them interchangeably. It was difficult for customers to describe what they wanted when they needed new parts for repairs, and it had been the practice of the salesmen to go down to the stockroom to pick out parts or to send down for several different parts from which a customer might make his selection. Some days or weeks later the parts discarded by the customer were likely to be found in the salesman's desk. Parts taken out of bins by men from outside the department, moreover, often were thrown back into wrong bins and were lost for all practical purposes. There was not much trouble from theft because most of the parts were more or less useless in themselves, but occasionally the storekeeper had suspected thieving, although he had no way of detecting who was doing it.

   What steps should the Eastbrook Mill Machinery Company have taken to prevent the removal of parts from bins without inconveniencing customers or others who had occasion to obtain items from stores?

ADMINISTRATIVE POLICIES

The general policies by which the School is administered are indicated below:

REGISTRATION

Before attending classes, students should report at the School office for registration. Students are requested to assist in lessening congestion during the opening week by registering during the two weeks previous to the opening of the School.

Late registration for those unable to enter at the opening of the School year will be permitted at the discretion of the Dean, or the Director in the case of the Divisions. A late registration fee of $5.00 will be charged all students except those entering the School for the first time, who register after a specified date (see page 00 for this date).

THE SCHOOL YEAR

The School year is thirty-four weeks in length, exclusive of the two weeks' vacation at Christmas time, and is divided into two semesters of seventeen weeks each.

ATTENDANCE

The limited amount of time devoted to each subject and the rapid rate of progress in covering the essential content of a course make it highly desirable that students be present at every session. Because of the importance of regular attendance and its bearing upon the quality of scholarship, the policies governing attendance are:

1. Students who attend 75% or more sessions in a course are entitled to pass in that course if they attain a minimum final grade of D.

2. Students who attend between 50% and 74% of the sessions in a course are entitled to pass in that course if they attain a minimum final grade of C. Those who do not attain the minimum required grade of C may remove the condition only by means of a make-up examination in which they must receive a mark sufficient to raise the course grade to C.

3. Students who attend less than 50% of the sessions in a course will be considered ineligible to pass irrespective of grades received.

4. Attendance credit is granted only when the student is in attendance at least three-quarters of the class period. Three separate absences of less than 30 minutes each constitute one complete absence unless such partial absences are cancelled by satisfactory excuses.

EXAMINATIONS

The general policies governing examinations are:

1. A final examination in each course will be held at the end of the course, unless an announcement to the contrary is made. The minimum passing grade in a final examination is D.

2. The students who do not take the regularly scheduled final examination in a course or those who, because of failure in a final examination, have been given the privilege of a re-examination, will in no case be allowed more than a "C" for a final grade even though a higher grade may be obtained. Re-examinations are generally held in September or may be taken at the end of either the first or second semester providing a final examination is given in the course in which the student wishes to be examined. A fee of $2.00 is charged for each examination taken out of course.

3. Only one re-examination in a course is permitted and this is granted only upon recommendation of the instructor and upon approval by the Dean.

TESTS

Four tests in full year courses and two tests in half year courses are regularly scheduled. These tests are regarded as a part of the term or course work. Since no make-up tests are given, students who miss a test should confer with their instructors regarding their status.

MARKS AND CREDITS

1. The following system of grading is in use:

Excellent	A
Good	B
Fair	C
Pass	D
Fail	F
Incomplete	Inc.

Students receiving an F grade must repeat the course unless granted permission for re-examination by the Dean.

The policy is followed of mailing all grade and status reports to students instead of issuing these reports at the School Office or over the telephone.

2. A passing grade in a final examination as well as a passing final grade in the course is necessary in order to receive credit in the course.

3. Credit for one-half of a full year course is not generally given, and in any event only upon approval by the Dean in advance of beginning the course.

4. In order to qualify for a degree, or a certificate the student must maintain a general average of C for the entire program. This is not interpreted to mean that each course must be passed with a grade of C, but that the average of all courses must be at least C.

GRADUATION WITH HONORS

Honors are based upon the excellence of the work performed by the students in the School. Three honorary distinctions are conferred upon properly qualified candidates for the bachelor's degree upon graduation:

1. Highest honors to those who have completed all work with an average of 95% with no grade less than C.

2. High honors to those who have completed all work with an average of 90% with no grade less than C.

3. Honors to those who have completed all work with an average of 85% with no grade less than C.

These honors are subject to further conditions as follows:

1. To be entitled to honors a student must have completed a minimum of two full years of study in the School.

2. Courses credited by advanced standing whether by transfer or by examination will be eliminated in determining honors.

3. The work must be completed within the normal period of time of the prescribed curriculum.

RE-EXAMINATIONS

1. Permission for re-examination is dependent upon the quality of the work which the student has done throughout the course and is a privilege which the Administrative Committee may grant to students who have received an F grade.

2. The policy is to allow only one make-up examination in any given subject for the purpose of removing the conditional failure.

3. A make-up or re-examination for purposes of removing a condition or an incomplete grade is to be taken within a period of one year from the termination of the student's attendance in the course concerned.

PROBATION AND DISCIPLINE

The Administrative Committee in dealing with students whose work in the School may be unsatisfactory or whose conduct is such as to make it inadvisable for them to continue as members of the student body, considers each case upon its individual merits. The following general principles are kept in mind in handling such cases:

1. Students whose scholarship in any given year is unsatisfactory may be dropped from the School or may be placed on probation with the privilege of spending a year in review.

2. Students whose scholarship record for two successive years is unsatisfactory, and who have been placed on probation for a year, will probably be counselled with and advised to make a readjustment of their program by pursuing other types of training.

3. When a student is placed on probation, the probation is formally imposed for a definite time and can only be extended by approval of the Administrative Committee.

4. The Administrative Committee has the authority to dismiss from the School or place on probation at any time or to strike off from the list of candidates for the degree, any student whom it may deem unworthy either on account of unsatisfactory scholarship or for any great defect of conduct or character. The Committee may ask any student to withdraw from the School who is obviously out of sympathy with the aims and ideals of the School.

GENERAL INFORMATION

CLASS SESSIONS

In Boston, Worcester, and Springfield classes are held each evening of the week except Saturday. In Providence, classes are held on Monday, Wednesday, and Friday evenings. The *normal schedule for students pursuing a degree or certificate program is three evenings a week. Students may arrange their schedules so as to attend classes one, two, three or four evenings a week depending upon the number of subjects taken.* Students interested in the schedule of classes of any particular city should apply to the office of the school in the city in which they expect to attend.

NOTIFY THE OFFICE IMMEDIATELY

Of change of address.

Of withdrawal from any course — otherwise the fee for that course will be charged.

Of withdrawal from the School, giving date of the last session attended.

OUTSIDE PREPARATION

It is expected that students will devote on the average two hours to preparation for each hour spent in the classroom. A student carrying a normal program of three evenings a week will, therefore, be expected to devote to outside preparation an average of eleven to twelve hours a week. Some courses require more time for preparation than others.

CLASSROOMS AND LIBRARIES

The School of Business is housed in the Y. M. C. A. Buildings in Boston, Worcester, Springfield, and Providence. The classrooms are furnished with modern equipment and are thoroughly adapted to evening school work. Improvements in classroom facilities are constantly being made to meet the needs of the student body.

The General Library of the University in Boston contains 14,204 volumes. A special section of the General Library contains 1,174 volumes of books on business subjects. In addition, the leading trade and business magazines are available for student use. Additions are constantly being made to the business section of the Library in recognition of the new demands for business education and research. The reading rooms of the Library are open from 9 A.M. to 10 P.M. daily, Sundays from 2 P.M. to 9 P.M.

All members of the School in Boston are entitled to the privilege of using the Boston Public Library including the Business Branch at 20 City Hall Avenue. The same privilege is accorded students in the divisions for the use of the libraries in their respective cities.

In the Divisions at Worcester, Springfield, and Providence, libraries are being built up.

POSITIONS

For Graduates

While the School cannot guarantee positions to its graduates, the number of requests for men usually exceeds the number available in the graduating class of any given year. The policy of the School is to find the best equipped and qualified men among its graduates for the positions which the School is called upon to fill.

The School in recommending a graduate for a position furnishes the prospective employer with the facts as to the graduate's ability, character, attitudes, habits, and other qualifications for the position as revealed by the School records. In the last analysis, however, placement in a position depends quite largely upon the graduate's ability to sell his services to the prospective employer. Most employers prefer to consider two or more candidates for a position and generally request the School to suggest more than one person. Many manufacturing and commercial firms throughout New England call upon this School to assist them in filling important executive and managerial positions.

No charge is made either to the graduate or to the employer for placement service rendered by the School.

For Students

Many requests from employers are received by the School, during normal times, for young men of potential ability to fill important clerical and junior executive positions. It is the policy of the School to serve the students whenever possible by placing them in those positions which promise attractive opportunities for development and advancement. The School, however, cannot guarantee to place its students, but it does endeavor to keep in close touch with those who desire placement service and to assist them in obtaining satisfactory advancements in positions and income. No charge is made for placement service. Those needing to avail themselves of this service should call at the School office and file an application.

In recommending students for positions, preference is given to those who have completed a year or more of study in the School. The School must know something as to the abilities, habits, character and general worth of an individual as revealed by his record as a student before it can recommend any student to a position.

SCHOLARSHIPS AND AWARDS

In Boston

The following scholarships and awards are made available to students in the School of Business at Boston who are enrolled for a normal schedule and are pursuing a degree or diploma program. In each case the scholarship is applied to the tuition of the recipient at each quarterly payment, in that proportion which the scholarship has to the total yearly charge.

George S. Clarkson Scholarship.

This scholarship is given annually by Mr. George S. Clarkson, a member of the Class of 1914, to the amount of $60.00 and is awarded to the member of the Sophomore Class who has achieved the highest scholarship rank during the Freshman year. In the event the winner of this scholarship should not return to school with the Sophomore Class, the award will be made to the student with the next highest rank.

Junior Honor Award.

An award of $60.00 is made each year to the member of the Junior Class who re-enrolls as a Senior the following year and who has attained the highest scholarship average from the Freshman through the Junior years.

Sigma Epsilon Rho Award.

An award in the form of the outstanding business book of the year is to be presented to the member of the Sophomore Class who attains the highest scholarship rank in the Sophomore year. This award is to be made only in the event that the student re-enrolls for the Lower Middler year.

School of Business Scholarships.

Northeastern University has created within the School of Business ten half scholarships or their equivalents to be awarded to deserving students who may need assistance. The awards are made only to competent and deserving students of integrity, intelligence, character, competence, and aptitude. Application for these scholarships should be addressed to the Dean.

Student Loan Fund.

The Alumni Association of the School of Business at Boston has provided a Loan Fund which is available to students in the junior and senior classes who are in need of financial assistance in order to continue their studies. Application for loans should be made to the Dean of the School or to the Secretary of the Alumni Executive Committee.

In Springfield Division

The following scholarships are available to students in the Springfield Division:

Junior Scholarship.

A scholarship of twenty-five dollars is awarded annually to that student of the Junior Class who has made the highest average grade in all courses from his Freshman to Junior years, inclusive. This applies to students irrespective of whether they be in the School of Law or School of Business. The scholarship is donated by Delta Chapter of the Pi Tau Kappa Fraternity.

Freshman Scholarships.

Awards of one hundred dollars toward Freshman tuition are available to graduates of several Connecticut Valley high schools. They are made upon the basis of academic excellence for, and at the termination of, the full secondary school course. One of these is granted to that student who, of the first ten in average for the school course, shall stand highest of the number from this group who anticipate admission the subsequent fall to Northeastern University, Springfield Division.

RELIGIOUS ACTIVITIES

Northeastern University has as one of its outstanding aims the finest possible character development among its students. For this reason the Day Division of the University affords ample opportunity for its students to participate in social and religious activities. While encouraging religious activities the University is, however, strictly non-sectarian. A student should feel free to register in any of the several schools of the University, regardless of religious faith; no attempt being made to influence one to participate in any activities which are contrary to the tenets of his particular religion.

HONOR FRATERNITY

Sigma Epsilon Rho is the only University authorized and approved honor fraternity in the School of Business. The purpose of this fraternity is as follows:

1. To promote acquaintance and good fellowship among those men who have attained highest scholastic standing in the School.
2. To stimulate the student body to higher scholastic accomplishment through the bearing, influence and work of these selected men.
3. To develop methods of mutual improvement and advancement among the members of this fraternity.
4. To support high moral, professional and scholastic ideals.

Membership is determined upon high scholastic standards. Admission to the fraternity is by invitation after nomination by the faculty.

OPPORTUNITIES FOR RECREATION

Men who are employed in offices or indoor occupations and who are pursuing a strenuous evening program of study should plan to take some systematic form of exercise in order that they may not impair their health and that they may do the most effective work.

Northeastern University is particularly fortunate in being able to place at the disposal of its students unexcelled recreational advantages. The Y. M. C. A. buildings have facilities in the nature of gymnasiums, swimming pools, bowling alleys, billiard rooms, game rooms, and social rooms where students obtain recreational privileges to their liking. Students may come from their work at the close of the day to the university building and enter a gymnasium class, take a swim, use the bowling alleys, or engage in other recreational pastimes before class time and thus renew their energy for the evening's work.

DEGREES CONFERRED IN 1931

BOSTON

Bachelor of Commercial Science

John T. Andrews
John J. Burke
Laurence D. Curtis
William F. Cutroni
R. May Frost
Everett L. Hoyt
Alexander Krasnow
George W. Lee
Arthur S. Lowell
Frederick E. Mallonee
Gordon Meikle
John F. Mosconi
Max Schwartz
Charles W. Williams

With High Honor
Frank J. Robinson

Bachelor of Business Administration

George S. Burnett
Harry E. Burton
Richard A. Lutus
Harold C. Sears
Kenneth G. Swindell

With High Honor
Francis C. Loan

With Honor
Benjamin A. Bailey

WORCESTER DIVISION

Bachelor of Commercial Science

Ralph D. Anderson
Ida Bass
Evelyn G. Bjorkman
Frederic C. Claflin
Clayton F. Fowler
Sidney E. Hartwell
Nathan Israel
Theopha A. Kowalski
Michael F. O'Hara
Alfred L. Stoliker
Franklin W. Tabor
George M. Wakefield

With Honor
Barney Solomon

SPRINGFIELD DIVISION

Bachelor of Commercial Science

Robert Gordon
Holman P. Huntington
Frederick C. Jandreau
George E. LaRose
Edward E. Levesque
Catherine F. Lynch
William L. Meisner
Felix Rico
Harold A. Rodenhizer
Howard K. Rodenhizer
William R. Rodgers
William J. Tays
Jacob Weber

With Honor
Saul Wilson

PROVIDENCE DIVISION

Bachelor of Commercial Science

William B. Hay
Roland C. Lowe
Ernest S. Stone
Henry Tomei

With Honor
Lawrence C. Hay
Arthur Vickers

REGISTER OF STUDENTS, 1931-32

GRADUATE STUDENTS

CANDIDATES FOR M. B. A. DEGREE

BOSTON

BELLAMY, PHILLIP	*B.E.E. Northeastern University*	Cambridge
EVERETT, ALBERT E.	*B.Ch.E. Northeastern University*	Newton
HERTHEL, NICHOLAS W.	*B.Ch.E. Northeastern University*	Jamaica Plain
MAYNARD, NEIL A.	*B.E.E. Northeastern University*	Cambridge
MORGAN, JOHN C.	*B.S. New Hampshire University*	West Newton

WORCESTER DIVISION

BEDFORD, HARRY	*B.S. Massachusetts State College*	Whitinsville
CRAMB, LESTER P.	*B.E.E. Northeastern University*	Uxbridge
DAMON, D. BRADFORD	*B.Ch.E. Northeastern University*	Worcester
GRIBBONS, EVERETT J.	*B.M.E. Northeastern University*	Worcester
SIMMERER, HAROLD E.	*A.B. Clark University*	Worcester

SPRINGFIELD DIVISION

GARVEY, THOMAS F.	*B.A. Niagara University*	Hartford
FINN, WILLIAM S.	*B.P.E. International Y. M. C. A. College*	West Springfield
SPEER, CHARLES A.	*A.B. Kansas State Teachers College*	Springfield
YEATMAN, ALWYN F.	*B.S. Massachusetts State College*	Springfield

PROVIDENCE DIVISION

HORAN, NORMAN E.	*Sc.B. Brown University*	Providence
RICCI, AMEDEO	*A.B. Brown University*	Providence

UNDERGRADUATE STUDENTS

BOSTON

SENIORS — CLASS OF 1932

BURKE, JOHN J. *B.C.S. Northeastern University*	Dorchester
CAVANAGH, FRANK J. *LL.B. Suffolk Law*	Brighton
CLARKE, BERTRAM G.	Chelsea
DANTES, DAVID M.	Charlestown
FROST, RUTH M. *B.C.S. Northeastern University*	Waltham
GOODWIN, MABEL C.	Cambridge
HOYT, EVERETT L. *B.C.S. Northeastern University*	Stoneham
JOHNSON, CLAIR H.	Boston
JONES, SIDNEY J. T.	Cambridge
MASON, PEARL	Newton
McDONALD, WILLIAM J.	Cambridge
MOORES, ALLAN W.	Chelsea
NIEMYSKI, JOHN J.	Cambridge
O'MALLEY, JAMES F.	Lynn
O'ROURKE, FRANCIS M. *A.B. Boston College*	Salem
RICHARDSON, EARL L. *B.E.E. Northeastern University*	Hyde Park
ROSS, ROBERT B.	Everett
SAVI, VINCENT P.	Boston
SHEEHAN, CATHERINE	Lynn
WILLIAMS, CHARLES W. *B.C.S. Northeastern University*	Brockton
YOUNG, ANTHONY J.	South Boston

Juniors — Class of 1933

Blossom, Walter D.	Saugus
Burden, Robert J.	Dorchester
Costello, Walter F.	Haverhill
Cutler, Naomi A.	Cambridge
Enneguess, John T.	Maynard
Forti, Anthony G.	Medford
Fournier, Alcide J.	Malden
Gorman, William J.	Roxbury
Gould, Elmer C.	Hyde Park
Hildreth, Helen E.	Boston
LeDuc, Richard J.	Wollaston
Marchetta, Peter	Medford
Millard, Norman R.	Newtonville
Morrison, John S. B.	Cambridge
Murphy, Mary E.	Quincy Adams
Peary, Theodore R.	Cambridge
Peoples, James A.	Arlington
Pitcher, William H.	Marblehead
Powers, Thomas F.	Wakefield
Scollins, Harold F.	Roslindale
Spaulding, Elvia A.	Somerville
Tashjian, Aram H.	Everett

Upper Middlers — Class of 1934

Acheson, Edward G.	Lynn
Aserkoff, Louis	Mattapan
Balentine, Albert E.	Wollaston
Blyth, Agnes S.	Newton
Brown, Robert M.	Reading
Bunker, Austin T.	Somerville
Chamberlain, George B.	West Somerville
Chandler, Douglas A.	Arlington Heights
Chase, W. Frederick	Lowell
Cook, Herbert E.	Roxbury
Costello, John R.	Revere
Goodwin, Harold L.	Boston
Griffin, John T.	Quincy
Hall, Jonathan A	Malden
Hansen, George M.	Dedham
Hatton, Elmer	Boston
Hillyard, Frederick C.	Roslindale
Ingalls, Warren U.	Marblehead
Johnson, Harold F.	Boston
Johnson, Roy A.	Jamaica Plain
Jones, John N.	Cambridge
Kelleher, Gertrude M.	Salem
Kelley, John B.	Norwood
King, Janet C.	Melrose
Kundsin, Theodore J.	Squantum
Long, Cornelius J.	Everett
MacLeod, Malcolm L.	Cambridge
Manning, John J.	Watertown
McBride, John R.	Lynn
Milne, Daisy S.	Boston
Phillips, Martha A.	Boston
Rhynold, John C.	Belmont
Richardson, James S.	Malden
Riel, Leo G.	Manchester, N. H.
Sylvester, Harry M.	Jamaica Plain
Tanner, Philip M.	Malden
Terwilleger, Hillard A.	Boston
Thompson, Ralph C.	Salem

Lower Middlers — Class of 1935

Beaton, Arthur K.	Allston
Blake, Harley T.	Dorchester
Blossom, Ida L.	Saugus
Boutte, Oliver G.	Boston
Brooks, James F.	Roxbury
Buchsbaum, Irwin	Mattapan
Caine, Edward W.	Somerville
Chandler, Horace A.	Jamaica Plain
Choate, Raymond H.	Salem
Covell, James W.	Lynn
DeWolf, Elestus S.	Wollaston
DiSilva, Anthony	Somerville
Donley, Cedric A.	Malden
Durning, John P.	Malden
Elman, Samuel H.	Dorchester
Freeman, George W.	Revere
Furman, Morris	Dorchester
Gabelnick, Sidney G.	Dorchester
Gladstone, Nat	Boston
Gordon, Isadore	Mattapan
Grolnic, Abraham	Boston
Harrington, Paul F.	Melrose
Harvey, Charles V.	Lawrence
Hines, Edward G.	Boston
Holmes, Edward R.	South Weymouth
Horgan, Marguerite F.	Newton
Jacobs, Joseph A.	Roxbury
Johnson, Stanley W.	Boston
Kelberman, Morris H.	Roxbury
Laing, George F.	Brockton
Lester, Lawrence W.	Stoneham
Leonard, Arthur F.	Salem
MacDonald, George R.	Mattapan
MacMahan, Ruth E.	Malden
Maxfield, Charles F.	West Lynn
McArthur, George T.	Boston
Mednis, Adam A.	Neponset
Merritt, Edward D.	Allston
Michael, William S.	Newton
Moody, Carlisle E.	Hampton Beach, N. H.
Moriarty, Charles E.	Lynn
Myron, Francis G.	East Lynn
Nerden, John J.	Mattapan
Nicholson, James H.	Jamaica Plain
Patterson, Freeman K.	Boston
Reis, Frederick S.	Jamaica Plain
Riordan, Eugene J.	Cambridge
Rubenstein, Fred	Mattapan
Saunders, Clarimond J.	Newton
Shanfield, Samuel	Dorchester
Shea, Helen	Cambridge
Smith, Emmett R.	Atlantic
Solomon, Abraham G.	Revere
Thielsch, Walter F.	Jamaica Plain
Weinstock, Nathan	Dorchester
White, Robert L. G.	Lynn
Wilson, Charles F.	Boston
Ziegler, Albert F.	Allston

Sophomores — Class of 1936

Arabian, Karl J.	Cambridge
Bartlett, Adelbert M.	Woburn
Berger, Abraham	Haverhill
Brown, Ernest A., Jr.	Bedford
Cargill, Charles W.	Winthrop
Clifford, Joseph L.	Waltham
Crivello, Peter T.	Boston
Currie, Arthur A.	Boston
DeAngelis, Edward	Roslindale
Erickson, Winnifred J.	Wollaston
Fairbank, Charles W.	Salem
Flannery, Christopher E.	South Boston
Fryhon, Stanley O.	Dorchester
Hayes, Alfred M.	Roslindale
Hope, James P.	Dorchester
Hutchinson, Virginia	Lynn
Jefferson, Harold E.	Cliftondale
Kaddaras, James C.	Lynn
Kaden, Isadore J.	Mattapan
Kaplan, Yale	Dorchester
Katzen, Arthur	Cambridge
Kaufman, Israel	Chelsea
Keene, Frederick W.	Brookline
Kirkpatrick, James T.	Boston
MacMinn, Charles L., Jr.	Newton Centre
Marshall, Charles B.	Wellesley
Max, George, Jr.	Lawrence
MacCarthy, Joseph F.	Malden
McCoubrey, Charles M.	Arlington
McDermott, James J.	Brighton
McGann, Thomas M.	Jamaica Plain
McLain, George G.	Somerville
Mednicoff, Maurie	Haverhill
Meyers, Harry J.	East Dedham
Miller, Harry	Dorchester
Morrison, Walter H. *B.S. Tufts College*	Stoneham
Murphy, Richard H.	Mattapan
Naves, Ralph M.	Gloucester
Nelson, Roy E.	Woburn
Nevins, Jack	Chelsea
Newman, George M.	Medford
Norman, Samuel J.	Roxbury
Noroian, Ardashes F.	Watertown
Nyer, Max	Dorchester
Nyer, Victor	Dorchester
Paterson, Katherine M.	Jamaica Plain
Penna, Achilles	Winchester
Penna, George	Winchester
Pine, Thomas A., Jr.	Dorchester
Ricker, Norman G.	West Roxbury
Ross, Rose	Chelsea
Sheftman, Sydney	Mattapan
Sjostedt, Gustav L.	Everett
Sommers, Harold F.	Dorchester
Strazzula, Matthew J.	Revere
Tierney, Thomas F.	Watertown
Trahan, Francis B.	Boston
Tretheway, Robert P.	Clinton
Vernon, Theodore	Dorchester
Vietas, Frank B.	Somerville
Willis, Laurence H. *B.C.E. Northeastern University*	Bridgewater
Winter, Herbert H.	Haverhill

Freshmen — Class of 1937

Ainsworth, William C.	Lynn
Alpert, Ralph	Dorchester
Anderson, Charles H.	Boston
Andrews, Charles D.	Saugus
Bicknell, Edwin L.	Weymouth
Bloom, A. Albert	Somerville
Bolton, Gerald F.	Dracut
Bonnyman, Harold	Boston
Bouck, Delbert	Waverley
Brunswick, Ralph	Dorchester
Cadoff, Solomon	Dorchester
Carroll, Walker A.	Wellesley Hills
Chambers, Daniel J.	Dorchester
Chapman, John W.	Marblehead
Chase, George W.	Brockton
Cohen, Joseph	Dorchester
Cowhig, Edna M.	Brighton
Corea, Anthony P.	Neponset
Creiger, Milton	Roxbury
Cupit, William R.	Allston
Curley, Edmond A.	Everett
DeBlock, Daniel	Medford
Duffy, Robert A.	Arlington
Dwyer, John J.	Dorchester
Falvey, Daniel G.	Wollaston
Farrell, Frederick L.	Winchester
Feldman, David	Haverhill
Fishman, Samuel	Dorchester
Flewelling, Richard M.	Belmont
Fliegel, Albert	Medway
Fogel, Edward	Cambridge
Freedman, David	Dorchester
Gordon, Meyer S.	Roxbury
Higgins, Leo F.	Arlington
Hodgson, Grace F.	Brockton
Hodgson, Norman B.	Newton
Hoy, Henry T.	Cambridge
Hunter, John D.	Dorchester
Jensen, Gordon C.	Roxbury
Johnson, Edward C.	Watertown
Johnson, Walter W.	Boston
Kershaw, Frederick B.	West Newton
Kimball, Albert N., Jr.	E. Walpole
Knight, Charles R., Jr.	Needham
Logan, Arthur J.	Dorchester
Malkin, Henry	Chelsea
Manoukian, Armenag J.	Roxbury
McCann, Mary F.	Jamaica Plain
McGarey, Edgar E.	Newton
Miller, Joseph L.	Chelsea
Muollo, Ralph E.	Medford
Murphree, William A.	Brookline
Parsons, Raymond F.	Lynn
Penna, William	Winchester
Penta, James A.	Somerville
Pierce, Elmer G.	W. Somerville
Polonsky, Harry A.	Roxbury
Poleo, Joseph	West Somerville
Potwin, Earle A.	Burlington
Powell, Eric	Lawrence
Price, Harold A.	Roxbury
Purdy, Albert A.	Wollaston
Rachkosky, Stephen T. C.	Newton Highlands
Reed, Earl W.	Brockton
Reynolds, Clarence B.	Malden
Richter, Alfred H.	Roslindale
Ritchie, Doris A.	Arlington Heights
Rock, James B.	Nashua, N. H.
Rogness, Frederick P.	Roxbury
Sacco, Joseph A.	Dorchester
Salaway, Milton B.	Dorchester
Sarver, Samuel	Roxbury
Shea, George F.	Cambridge
Smith, Geoffrey B.	Milton
Solar, Philip	Lynn
Swartz, William	E. Boston
Sweetser, Richard P.	Nashua, N. H.
Wasserman, Henry J.	S. Boston
Welt, Charles H.	Allston
Wilson, Albert F.	West Roxbury
Wyman, Edwin C.	Lawrence

Special Program Students

Ackiss, Arnold S.	Brookline
B.S. Massachusetts Institute of Technology	
Anderson, Albert O.	Mattapan
Anderson, Elmer	Roslindale
Anderson, Robert F.	Westwood
Balkam, Charles H.	Quincy
Bazin, Herman L.	Lawrence
Bessey, Adrien E.	West Newton
B.S. Tufts College	
Boetje, Gerard H.	Dedham
Bornstein, Jacob	Chelsea
Boynton, Frederick H.	Boston
Brawner, Craig C.	Medford
Brown, Herman E.	West Medford
Brown, Milton H.	Brighton
Burkhardt, Carl J.	Boston
Burnham, Morris W.	Boston
Burns, Raymond F.	Belmont
Clapper, Orville O.	Newton
Crowley, Martin J.	Boston
Diggory, Benjamin J.	Malden
Drury, Theodore F.	Roslindale
A.B. Boston College	
M.B.A. Harvard University	
Duggan, Arthur J.	Arlington
LL.B. Suffolk Law	
Dwyer, Gertrude A.	Brookline
Edelstein, Samuel E.	Saxonville
Fairweather, Nettie V.	Taunton
Flynn, Roland W.	Concord
B.M.E. Northeastern University	
Fuller, Albert J.	North Cambridge
Furness, Herbert J.	Wakefield
Gautreau, Arthur G.	Melrose
Greenberg, Robert	Dorchester
Grodin, Sarah G.	Chelsea
LL.B. Northeastern University	
Haley, Irving W.	Beverly
Handy, Harry W.	Lynn
Hannon, Joseph C.	Wollaston
Harris, William M.	Roxbury
LL.B. Northeastern University	
Hart, Frederick H.	Gloucester
Hayden, Harold D.	Milton
LL.B. Northeastern University	
Holmes, Irene M.	Everett
Honkonen, Walter H.	Quincy
Hunter, Donald M.	Brookline
Johnson, John E.	Maynard
B.B.A. Northeastern University	
Jones, Evelyn W.	Cambridge
D.H. Tufts College	
Killman, Wade H.	Weymouth
Kittredge, Herbert J.	Lowell
Kopel, Julius	Roxbury
Kretschmer, Edith B.	Hyde Park
Kuhlberg, John F.	Quincy
LaFauce, Joseph A.	Somerville
Lang, Catherine M.	Roslindale
Laut, Wallace M.	West Roxbury
Little, Richard R.	Brookline
Loud, George L.	Cambridge
MacKinnon, Edward F.	Somerville
Maxey, Edith M.	Needham
McCarthy, Mary L.	Lynn
McClellan, Robert J.	Wollaston
McGivern, Katherine	Boston
McGrath, Cornelius M.	South Boston
Meyers, Harry J.	East Dedham
Miller, Clifford V.	West Newton
Moran, Charles H.	Brookline
Mooza, George R.	Jamaica Plain
Mulvey, Joseph P.	Boston
Murray, Proctor	Wollaston
Nichols, Stephen G.	Medford
Nieforth, Christine	Melrose
Nixon, William K.	Cambridge
Nugent, Kenneth S.	Waban
A.B. Dartmouth College	
Ortengren, Frank W.	Lynn
Parker, Charles W.	Waltham
Patten, Ross O.	Quincy
Pearson, Signe H.	Wellesley
Peterson, Eleanor M.	Lynn
Purington, Ellis M.	Beverly
Quinby, Lloyd B.	Brookline
Rabinowitz, Anna G.	Dorchester
Richards, Leonard J.	Wellesley
Richardson, Allan T.	Newton Upper Falls
Ring, Agnes I.	Melrose
Roche, Frank A.	Malden
Sanger, Edward C.	Holbrook
Schlossberg, Teddoro	Boston
Sedersky, Evelyn L.	Roxbury
Sellars, Ralph E.	Everett
Severance, George P.	Arlington
Severance, Lewis M.	Norwood
Sharp, Elliot R.	Brookline
B.S. Dartmouth College	
Shore, Milton H.	Roxbury
Stacy, Roger L.	Malden
Stalliday, Clarence J.	Reading
Stevens, Elmer C.	Lowell
Stewart, Robert W.	Wollaston
Tibolt, James C.	Boston
Tilton, Ruth E.	Taunton
Tracy, Austin C.	West Somerville
Walsh, George E.	South Boston
White, Elmir L.	Randolph

WORCESTER DIVISION

Seniors — Class of 1932

Brennen, Douglas L.	Worcester
LL.B. Northeastern University	
Carlson, Sven H.	Worcester
Hartwell, Sidney E.	Worcester
B.C.S. Northeastern University	
Palm, Edwin E.	Worcester
Rivers, Russell C.	Worcester
Wendell, Harold U.	South Lancaster

Juniors — Class of 1933

Anderson, Floyd	Worcester
Frantz, George A.	Worcester
Oliva, Herbert A.	Cherry Valley

Upper Middlers — Class of 1934

Anderson, Bernarr N.	Worcester
Celle, Joseph S.	Rutland
LL.B. Northeastern University	
Gordon, James K.	Worcester
Jackson, John W.	Worcester
Jewett, Donald R.	Worcester
Johnson, Ebba I.	Worcester
Newell, Ralph C.	Worcester

Lower Middlers — Class of 1935

Adams, Clayton W.	Worcester	McAtee, William J., Jr.	Shrewsbury
Berg, Carl B.	Leominster	Morton, Lloyd	Worcester
Cloutier, Nelson A.	Leicester	Muir, John H.	Worcester
Cox, Frances R.	Worcester	Mullet, Dorris E.	Worcester
Dragon, Albert L.	Southbridge	Poutney, John R.	Worcester
Garfield, Herbert S.	Worcester	Pyne, John R.	Worcester
Goulding, Farnham B.	Worcester	Rankin, Gordon T.	Whitinsville
Johnston, Earl W.	Worcester	Rossland, Harry R.	Worcester
Kohler, Rudolph O. K.	Worcester	Yoffee, Samuel	Worcester
Laughlin, William T.	Worcester	Zive, Isidore	Worcester

Sophomores — Class of 1936

Adams, Charles E.	Northbridge	Morey, Ronald L.	Worcester
Adams, Everett E.	Northbridge	Parks, Edward D.	Worcester
Baskin, Max	Worcester	Poire, Albert O.	Worcester
Carpenter, Ernest R.	Worcester	Scannell, Joseph E.	Worcester
Erickson, Robert G.	Worcester	Scigliano, George A.	Worcester
Frantz, Frans A.	Worcester	Sjogren, Rudolph H. A.	Worcester
Gee, Laurence E.	Worcester	Snow, John E.	Worcester
Gifford, Arnold N.	Shrewsbury	Waitele, Dominic G.	Worcester
Hodgson, John H.	Worcester	Wandolowski, John J.	Worcester
Johnson, Christie A., Jr.	Leominster	Watson, John L.	Worcester
Lindberg, Carl R.	Worcester	Whittemore, Earle B.	Worcester
Lofquist, Werner A.	Fitchburg		

Freshmen — Class of 1937

Benoit, Alyce B.	Worcester	Lyman, Albert B.	Auburn
Bingley, Howard O.	Southbridge	McKee, Ralph T.	North Grafton
Callahan, Richard J.	Worcester	McMullin, Walter A.	Leicester
Chaffin, Grant L.	Worcester	Ohan, George	Worcester
Clarkson, Albert E.	Worcester	Olson, Clark R.	Worcester
Coffey, John J.	Fitchburg	Peacock, George H.	Leominster
Finnerty, John J.	Worcester	Petrides, James M.	Worcester
Francis, Alden L.	Auburn	Philcox, Eric M.	Worcester
Goldstein, Ada	Worcester	Rocheford, Clarence L.	Worcester
Hildreth, Samuel G.	Worcester	Russell, Winthrop H.	Worcester
Hansen, Roy P.	Fitchburg	Ryan, Rita A.	Worcester
Howarth, Richard A.	Worcester	Sanger, Earle F.	Sutton
Hunt, Robert H.	Worcester	Shea, John T.	Southbridge
Karp, Hyman	Worcester	Sicard, Wilfred H.	Leominster
Kelly, Denis F.	Worcester	Smith, Sylvanus J.	Shrewsbury
King, Daniel J.	Worcester	Shanitska, John P.	Worcester
Krock, Ralph	Worcester	Westberg, Carl A.	Worcester

Special Program Students

Bullen, Ripley P.	Worcester	Hedquist, Philip G.	Worcester
Burnham, Malcolm W.	Fisherville	Johnson, George A.	Worcester
Carter, Ruth M.	Worcester	Marrone, Michael G.	Fitchburg
Chase, Samuel H.	Worcester	Miller, Eileen M.	Worcester
Cohen, Nettie	Worcester	*A.B., Mt. Holyoke College*	
Corbett, Harry	Barre	*A.M., Clark University*	
Dowd, Mary	Worcester	Morrill, Lucy E.	Worcester
Farr, Frank L.	Worcester	O'Connell, Ellen W.	Worcester
Forshaw, Edward A., Jr.	Dudley	Parent, Alexis G.	Worcester
Francis, Minnie J.	Worcester	Rawson, Davis S.	Worcester
Goodale, George W.	Leominster	Russell, Harold G.	Worcester
Goulding, Wesley P.	Worcester	Stoliker, Alfred L.	Worcester
Griff, Morris	Worcester	*B.C.S., Northeastern University*	
Hadley, Rollin V.	Westborough	Wild, Reginald	Worcester
M.D., University of Michigan			

SPRINGFIELD DIVISION

Seniors — Class of 1932

Case, Marion A.	Wethersfield, Conn.	Murphy, Timothy F.	Springfield
Hawley, Eva	Springfield	Roberts, Arthur F.	Chicopee Falls
Manning, George A.	Springfield	Scott, David M.	Springfield
Maroney, John E.	Springfield	Steinberg, Herman J.	Springfield
LL.B., Northeastern University		Wilson, Saul	Westfield
LL.M., Boston University		*B.C.S., Northeastern University*	

Juniors — Class of 1933

Chapin, George H., Jr.	Chicopee Falls
Charvat, Michael	Agawam
Comins, Ellsworth D.	Springfield
Emirzian, Martin M.	Springfield
Fullam, Ralph E.	West Springfield
Gilbert, L. Winthrop	Springfield
Gorman, Carlan H.	Springfield
Gwozdz, Nicholas E.	Chicopee Falls
Homon, Albert J., Jr.	Chicopee
Hunter, Susan P.	Springfield
Kane, William P.	Springfield
Knight, George K.	Thompsonville, Conn.
O'Keefe, Sadie G.	Chicopee
Schenck, Jules D.	Springfield
Snape, Kenneth A.	Chicopee Falls
Widlansky, Sophie C.	Springfield
Willard, Kenneth C.	Northampton

Upper Middlers — Class of 1934

Adolphson, Robert A.	Springfield
Alderman, Ethel S.	West Springfield
Bayon, Frederick L.	Holyoke
Bromage, Frederick M.	Indian Orchard
Bryson, Neil R.	Springfield
Champion, Richard G.	Chicopee
Coffin, Everett N.	Springfield
Cohen, Norman	Springfield
Cooper, Edwin H.	Springfield
Duggan, James F.	Springfield
Farr, Herbert H.	Springfield
Gaboury, Robert E.	Chicopee Falls
Gleason, Catherine R.	Springfield
Hallein, Elizabeth M.	West Springfield
Hallein, Philip J.	West Springfield
Hechler, Clarence M.	Springfield
Holmes, William C.	Springfield
Judelson, Julius	Holyoke
Karez, William S.	West Springfield
Kindy, Carl W.	Westfield
Lothrop, Paul B.	East Longmeadow
Lovett, Richard T.	Springfield
Luippold, Fred C.	East Longmeadow
O'Malley, Charles E.	Florence
Reilly, William F.	Springfield
Sargent, Roy E.	Windsor Locks, Conn.
Schnell, Clarence G.	Springfield
Scott, Gordon R.	Springfield
Sears, Robert W.	Northampton
Shelasky, Milton	Springfield
Sheldon, Everett H.	Springfield
Stein, Sarah R. (Mrs.)	Holyoke
Sullivan, James J.	Springfield
Terry, Howard A.	Longmeadow
Thomson, William E.	Willimansett
Yarsley, George A., Jr.	Longmeadow
Zajchowski, Stephen A.	Chicopee

Lower Middlers — Class of 1935

Allison, Ernest W.	Agawam
Anderson, Muriel B.	Springfield
Anderson, Martin W.	Springfield
Belding, William C., Jr.	West Springfield
Bergeron, Paul R., Jr.	Springfield
Bielitz, Albert C.	Thompsonville, Conn.
Bragiel, Henry P.	Chicopee
Brodeur, Leo J.	Springfield
Carlson, Ernest A.	Springfield
Castalidini, Edwin J.	Springfield
Cowan, Roy K.	Feeding Hills
Fales, Kenneth E.	West Springfield
Falt, Joseph B., Jr.	Springfield
Florin, Carlton A.	West Springfield
Friedson, Daniel A.	Springfield
Geehern, John P.	Westfield
Goldberg, Jacob	Holyoke
Goyette, William D.	Chicopee Falls
Grady, Gordon M.	Springfield
Graves, Donald R.	Springfield
Greene, John F.	West Springfield
Gross, Barney	Chicopee Falls
Hagerty, Mary H.	Springfield
Haskins, James H.	West Springfield
Hawley, Frank	Springfield
Johnston, John	Thompsonville, Conn.
Judd, Everett C.	Springfield
Kennedy, Ethel L.	Springfield
Kohanek, Martin J.	Ludlow
Leveillee, Clarence G.	Longmeadow
Lindblad, O. Eric	Springfield
Lysek, Edward	Chicopee
McAhy, George F.	Springfield
MacFarlane, Melbourne H.	West Springfield
MacPherson, Robert B.	Springfield
Madorsky, Milton J.	Springfield
Mason, Karl L.	Springfield
Meehan, James G.	Leeds
Merrifield, Everett J.	Springfield
Quinn, Francis B.	Thompsonville, Conn.
Rouvellat, Justin A.	Palmer
Rowley, Ellen E.	East Longmeadow
Rumpal, Marie A.	Springfield
Schneeloch, George R.	Springfield
Selig, Hazel A.	Springfield
Shea, Michael J.	Springfield
Stearns, Morey I.	Springfield
Twohig, Helen C.	Springfield
Wainstein, Irving M.	Springfield
Walz, John G.	Holyoke
Watt, Alan M.	Springfield
Wilson, Wilfred G.	West Springfield

Sophomores — Class of 1936

Ahearn, John T.	Springfield
Ambrogi, Hugo R.	Springfield
Ansley, Everett V.	Springfield
Benoit, Raymond L. W.	Chicopee
Bilodeau, Joseph J.	Springfield
Bourbeau, Roger G.	Ludlow
Bradley, Nathan B.	Springfield
Brice, Robert J., Jr.	Springfield
Brown, Ellwood D.	West Springfield
Campbell, Arthur B.	Westfield
Chapman, Frederick W.	Springfield
Clare, Francis M.	Westfield
Clark, Raymond E.	Springfield
Copp, Arthur A.	Springfield
Cullinan, Helen L.	Holyoke
Devine, Martin J.	Springfield
Dowd, Edward J.	Holyoke
Drazek, Theodore P.	Warren
Dyke, Gladys E.	Springfield
Farrell, Harold J.	Holyoke
Finn, John I.	Springfield
Flynn, Julia F.	Easthampton
Gendreau, Louis M.	Westfield
Gusek, John J.	Woronoco
Harlow, Ward H.	Woronoco
Harlow, William M.	Woronoco

SOPHOMORES — CLASS OF 1936 — (*Continued*)

Housen, Philip	Holyoke
Hunter, Richard G.	Springfield
Johnson, Axel G.	Springfield
Kerin, Michael F.	Springfield
Kowaleski, Fred S.	Chicopee
Krampitz, Felix S.	Springfield
Landers, Raymond J.	Warehouse Point, Conn.
Lefebvre, Fernand G.	Indian Orchard
Luke, Joseph E.	Springfield
Malissewski, Walter S.	Springfield
Mesick, Ernest L.	Springfield
Meyers, Samuel	Springfield
Minkley, William L.	Holyoke
Morgan, James J.	Springfield
Mosedale, Harold, Jr.	Springfield
Murphy, Richard H.	Springfield
Parsons, Henry V.	Springfield
Parzych, Walter A.	Holyoke
Patrell, Oliver L., Jr.	Springfield
Rearden, John J.	Springfield
Richardson, Prescott	Longmeadow
Robert, Raoul E.	Springfield
Semisch, Kurt F.	Holyoke
Shapiro, Nathan D.	Springfield
Sheehan, Dorothy F.	Springfield
Smith, Andrew A.	Warehouse Point, Conn.
Spearin, Kenneth W.	Springfield
Steele, William G.	Springfield
Sullivan, John L.	Chicopee Falls
Symancyk, John C.	Westfield
Thorndike, Robert C.	Springfield
Vaughan, William J.	Springfield
Walsh, Walter J.	Springfield
Wegner, Albert W.	Springfield
Willard, Irving T.	West Springfield
Wood, Bemis P.	Woronoco
Woodford, Harlan W.	Westfield
Woodford, Harrison	Westfield
Woodill, Francis E.	Springfield
Wright, Ernest C.	Springfield
Wright, William A.	Springfield

FRESHMEN — CLASS OF 1937

Aiken, Malcolm C.	Springfield
Allen, Richard H.	Springfield
Amnotte, Wilfred L.	Springfield
Anderson, James C.	Springfield
August, Hyghe A.	Northampton
B.S., Harvard University	
Baker, Robert T.	East Longmeadow
Bartlett, James M.	Northampton
Beauvais, Edouard O.	Springfield
Berezin, Martin	Springfield
Blaisdell, Howard H.	West Springfield
Block, Joseph	Springfield
Bradford, Carl V. V.	South Hadley
Brown, Paul G.	Springfield
Bullock, Charles L.	Springfield
Carey, Laurence C.	Springfield
Cerveny, Edward W.	Westfield
Chaffin, Maurice M.	Longmeadow
Cohen, Bernard H.	Springfield
Conway, Patrick F.	Holyoke
Cottini, Albert D.	Ludlow
Creanza, John	Springfield
Creanza, Michael	Springfield
Curran, Gertrude L.	Holyoke
Falt, Stanton H.	Springfield
Farrell, James F.	Springfield
Fillmore, Warren I.	Springfield
Fitzgerald, Thomas G.	Holyoke
Gilbert, Watson C.	Springfield
Goodrich, Lyndon C.	Springfield
Haley, Robert E.	Springfield
Hannon, Edward G.	Springfield
Hayes, Daniel W.	Springfield
Hogan, Viola F.	Springfield
Karoghlanian, Aharon	Springfield
Kelley, James B.	Springfield
Keyes, Harold F.	Florence
Killmer, Harold D.	Springfield
Kozub, Stanley J.	Chicopee Falls
Kurpaska, Stanley J.	Ludlow
Kusnick, Walter E.	Holyoke
Lamitie, Raymond A.	Springfield
Latino, Nicholas A.	Springfield
Lepovetsky, Harold	Springfield
Lester, John R.	Springfield
Linton, Andrew	Ludlow
Locke, Gerald H.	Springfield
Lynn, Thomas F., Jr.	Easthampton
MacLeod, Alexander J.	Springfield
Mayher, Richard W.	Springfield
McQueen, Carroll G.	Springfield
Marriott, Roland C.	Springfield
Maurer, Frank G.	Holyoke
Menzel, Richard E., Jr.	Springfield
Moran, Richard M.	West Springfield
Mutter, Raymond L.	Easthampton
Nolan, Kenneth	Chicopee Falls
Paasch, Charles E.	East Springfield
Pease, Loretta L.	Hazardville, Conn.
Phillips, Angus S.	Springfield
Purdy, Frank E.	Springfield
Redmond, Charles R.	West Springfield
Rosenthal, Philip M.	Springfield
Siegel, Julius R.	Springfield
Sisson, Clayton V.	Springfield
Stein, Harry	Chicopee
Sullivan, William J., Jr.	Chicopee Falls
Swiatek, Henry F.	Westfield
Trznadel, Thaddeus J.	Holyoke
Wales, Harold L.	Springfield
Walsh, Richard J.	Springfield
Weichert, Louise M. (Mrs.)	Springfield
Williams, Leslie B.	Westfield
Young, Ruth A. (Mrs.)	Springfield

SPECIAL PROGRAM STUDENTS

Backus, Charles J.	North Wilbraham
Barbiasz, Joseph J.	Ware
Burnham, Charles F.	Springfield
Burns, Robert H.	Woronoco
Casey, Catherine M.	Springfield
B.C.S., Northeastern University	
Conkey, Fred S.	Ware
Craven, Roy A.	Springfield
Dupuis, Edward R.	Chicopee
Foley, Edmund D.	Springfield
Foley, Robert T.	Springfield
Giard, Henry J.	Ware
A.B., Williams College	
Girotti, Raymond J.	West Springfield
Hager, Laura W.	Springfield
B.A., Smith College	
Hines, Bernard M.	Springfield
Hines, Norman F.	Ludlow
Hitchcock, Ella M. (Mrs.)	Agawam
B.C.S., Northeastern University	
Hitchcock, Leon P.	Agawam
B.C.S., Northeastern University	
Ingham, Arthur R.	Willimansett
Jackson, James	Thompsonville, Conn.
Kalwa, Joseph	Thompsonville, Conn.
Keane, Anastasia S. (Mrs.)	Holyoke

Special Program Students — (*Continued*)

Kupec, William F.	Westfield
Levesque, Edward E. *B.C.S., Northeastern University*	Feeding Hills
Lindstrom, Grace J.	East Longmeadow
McQuade, Helen E.	Agawam
Mastroianni, Louis A.	Springfield
Mellen, Frank L.	Springfield
Miller, David B.	Springfield
Moauro, Joseph S. *B.E.E., Northeastern University*	Springfield
Newton, Jason H.	Springfield
Noble, Mary A. *A.B., A.M., Bryn Mawr College* *Ph. D., Yale University*	Westfield
Parker, Harry	Springfield
Sanderson, Howard S.	Springfield
Squires, Earle F.	Turners Falls
Wade, William H.	Springfield
Ward, Alice E.	Longmeadow
Wilson, Peter D.	Ludlow
Yates, Ernest	Springfield
Young, Franklin E.	Springfield
Zini, Samuel S.	Springfield

PROVIDENCE DIVISION

Juniors — Class of 1933

Dower, William J.	Providence
Elwell, Lester N.	Providence
Glassman, Samuel	Pawtucket
Goodman, Max	Providence
Holden, Earl R.	Attleboro
Mather, Alton	Providence
Petronella, Daniel	Providence
Phillips, Raymond J.	Providence
Ward, Harry G., Jr.	Providence
Weisman, Harry	Providence

Upper Middlers — Class of 1934

Aissis, John	Central Falls
Aust, Norman	North Providence
Benson, A. Rudolph	Attleboro
Brown, David S.	Pawtucket
Burlingame, Clarence F.	Pawtucket
Crowell, Charles	Saylesville
Crowell, Harold C.	Saylesville
Feldman, Archibald	Providence
Gagnon, Lorenzo	Central Falls
Jeffrey, James	Pawtucket
Kirby, Howard H.	Saylesville
Kouffman, Leo H.	Providence
McElroy, J. Lawrence	Pawtucket
McGovern, Francis T.	Providence
McGuigan, John T.	Providence
McKnight, George A.	Auburn
Sermon, Francis	Providence

Lower Middlers — Class of 1935

Adler, Louis	Providence
Allen, S. James	West Barrington
Chmura, Edward	Providence
Chopoorian, Haigh	Providence
Friedman, Benjamin	Providence
Gelfuso, John E.	Providence
Goff, George, Jr.	Cranston
Gorman, Sam	Providence
Gushue, George	Cranston
Hall, Lees, Jr.	Pawtucket
Handel, George J.	Providence
Hilton, David	Providence
Holmes, D. Grant	Providence
Huggins, Morris	New Bedford, Mass.
Irvine, Robert	Pawtucket
Johnston, Robert	Pawtucket
Lancaster, Elmer C.	Central Falls
Lazarides, Lazar	Woonsocket
Massie, William, Jr.	Pawtucket
Murphy, John J.	Providence
Najarian, Benjamin	Providence
Nesbit, Henry	Pawtucket
Pearson, Edgar C.	Providence
Peterson, Herman	Providence
Reynolds, Thomas K.	Providence
Schulman, Max	Providence
Senczuk, Joseph	Providence
Simpson, Henry W.	Providence
Smith, Francis E.	Saylesville

Sophomores — Class of 1936

Andelman, Morris M.	Providence
Atella, Nicholas M.	Providence
Barnicoat, Stanley M.	Providence
Bennion, Alan H.	Attleboro, Mass.
Bradley, Howard C.	Seekonk, Mass.
Cahalan, J. Francis	Pawtucket
Cruickshank, John D.	Pawtucket
Doyle, Anthony J.	Pawtucket
Drueke, Max	Pawtucket
Edson, Hubert	Pawtucket
Hofmann, Walter A.	Providence
Jeffrey, Donald E.	Providence
Jessop, George	East Providence
Johnson, John H.	Pawtucket
Kaye, Fred H.	Manton
Linder, David A.	Providence
Linkamper, Carl W.	So. Attleboro, Mass,
McCabe, Charles	Oakland
McLoughlin, Thomas H.	Central Falls
Morton, Madison	East Providence
Newton, Malcolm A.	Providence
Niemyski, Leo F.	Cranston
North, Burton C.	Saylesville
Oxley, Joseph A.	Pawtucket
Pansy, Harold N.	Providence
Paton, J. Gordon	Edgewood
Rousseau, Arthur J.	Johnston
Scorpio, Anthony	Providence
Sirkis, Oscar	Woonsocket
Slaney, Warren C.	Pawtucket
Sleight, William E.	Cranston
Stiles, Cecil E.	Auburn
Tyrell, John A.	Providence
Van Hoesen, Herbert E.	Cranston
Worochock, William	Central Falls
Wright, Raymond M	Providence

Freshmen — Class of 1937

Albanese, Edward	Centredale
Almond, R. Lincoln	Central Falls
Barker, Raymond E.	Pawtucket
Bilow, Louis	Providence
Bloethe, J. H., Jr.	Providence
Bigelow, Joseph B.	Providence
Bonat, Herman G.	Providence
Bourre, Alva L.	Woonsocket
Brodeur, Raymond	Pawtucket
Brown, Daniel	Pawtucket
Buxton, Edward C.	Providence
Carlisle, Spencer	Providence
Collins, Edward F.	Blackstone, Mass.
Cote, Armand	Pawtucket
Davison, Lincoln	Taunton, Mass.
Dunn, Rossell	Providence
Fain, Alfred	Providence
Fish, Edward	Central Falls, R. I.
Flint, Louis G.	Providence
Giannetti, Eugene P.	Wrentham, Mass.
Glover, William	Central Falls
Goff, Frederick H.	Warwick
Gorman, J. E., Jr.	Pawtucket
Gormley, F. H.	Providence
Hagerty, Edward D.	East Greenwich
Hartley, Joseph	Centredale
Heald, J. Ellsworth	Central Falls
Helm, George	Woonsocket
Hoffman, Ernest M.	Wrentham, Mass.
Ineson, Bernard H.	Pawtucket
Johnson, Leonard E.	Providence
Koehler, Edward	Providence
Kouffman, Samuel H.	Providence
Laliberte, Edward E.	Central Falls
Ledoux, Armand	Woonsocket
Leigh, B. R., Jr.	Riverside, R. I.
Lennon, Edward	Providence
Levin, Morris	Pawtucket
Levinsky, Isadore	Providence
Looke, Marion	Providence
Mack, Fred G.	North Providence
Margerson, Harold	Pawtucket
McLoughlin, Michael P.	Central Falls
Pansy, Jerome	Providence
Pelosi, John	Providence
Perry, Charles A.	Cranston
Pulsifer, George K.	Providence
Read, Kingsley B.	Cranston
Rivard, Charles A.	Providence
Selinker, Solomon E.	Providence
Singer, Benjamin	Providence
Stevens, Henry B.	Warren
Syverson, Carl	Cranston
Tongue, Henry A., Jr.	Providence
Tradar, Walter	Cranston

Special Program Students

Adelman, Eli	Providence
Baker, Herbert N.	Rumford
Barrett, Richard	Killingly, Conn.
Brown, George H.	Attleboro, Mass.
Carpenter, Irving	Cranston
Charland, Raymond E.	Woonsocket
Dean, Albert	Pawtucket
Domler, Charles	Providence
Findlay, Isla	Providence
Flodin, Harry E.	Rumford
Foss, Otto	Providence
Fournier, Urgel	West Warwick
Franklin, Earl	Cranston
Harrington, John J.	Providence
Hart, Richard A.	Providence
Hatch, Edward	Danielson, Conn.
Holburn, Walter H.	Pawtucket
Hourigan, John J.	Woonsocket
King, Herbert E.	Providence
Klinger, Christoph	Providence
Layden, Herbert J.	Providence
Lindquist, Earl B.	Bristol
Loercher, Arthur	Providence
Machon, Leon H.	Edgewood
McGeough, A. E.	Pawtucket
McNamara, Bernard J.	Providence
Mulvey, Ethel C.	Providence
Murray, L. A.	Providence
Perry, Geraldine E.	Providence
Robinson, Frank W.	North Attleboro, Mass.
Sisson, Harry N.	West Warwick
Stanton, Dorothy B.	Providence
Thompson, Thomas *B.A., Providence College*	Rumford
Wilbur, Oliver	Woonsocket
Wisk, Frank	Providenct
Worthington, G. C.	Pawtuckee
Richardson, F. Sturges	Rumford

STATISTICAL SUMMARY OF STUDENTS

Enrolled for Year 1931-32 as of December 25, 1931

(Duplicates Excluded)

	BOSTON	WORCESTER	SPRINGFIELD	PROVIDENCE	TOTALS
GRADUATE STUDENTS	5	5	4	2	16
Class of 1932	21	6	9	0	36
Class of 1933	23	3	17	10	53
Class of 1934	39	7	37	17	100
Class of 1935	58	20	52	29	159
Class of 1936	62	23	67	36	188
Class of 1937	81	34	73	55	243
Special Program Students	97	25	40	37	199
Totals	386	123	299	186	994

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Application
Accepted by

____

Date ________________

Northeastern University

SCHOOL OF BUSINESS

312 Huntington Ave., Boston, Mass.

APPLICATION FOR ADMISSION

Date . . . .

To the Dean:

I hereby apply for admission to the School of Business, for the program designated, with the term beginning . . . . 193. ., and enclose the matriculation fee of $5.00 which I understand is not refundable.
(month)

B. B. A. Degree In Accounting ☐ M.B.A. Degree ☐
In Business Administration ☐ Certificate in Accounting ☐
In Law and Business ☐ Single Courses: (List each course if you are not to take a regular program) . . . .

. . . . Signed . . . .
(usual signature)

Name in full (please print) . . . .

Address while attending School . . . . Street, City . . . . State . . . .

Home address . . . . Street, City . . . . State . . . .

Place of birth . . . . Date of birth . . . . Age . . . . yrs. . . . . mos.

Name and address of parent or guardian if under 21 years of age . . . .

. . . .

Education: — Schools above grammar grade (If attendance at a university, designate school)

Name of School	Location	Chk. Yrs. Attended				Date Left	Date of Graduation	Degree If any
		1	2	3	4			

References: — Name two persons who are not students or relatives:

Name . . . . Address . . . .

Name . . . . Address . . . .

Have you been a student in any other school of the Northeastern University system (including the Lincoln Institute and the Lincoln Preparatory School)? Check: Yes. . . . . No. . . . . If so, give school and years in which you were in attendance . . . .

State how you first learned of Northeastern University . . . .

. . . .

Give name and address of person who recommended that you enter the School of Business . . . .

. . . .

List below occupational experience during past two years

From	To	Name and Address of Employer	Nature of Duties

Recommended for admission as a {Regular, / Special,} student with. . . . . .units credited and with. . . . . .units conditioned.

Approved . . . . Date. . . . . . .
Dean

. . . . Date. . . . .
Registrar

Purpo
Qualif
Recrea
Regist
Regist
Schola
Statist
Statist
Studen
Succes
Tuitio
Withd

GIFTS AND BEQUESTS

Northeastern University will welcome gifts and bequests for the following purposes:

(*a*) For the completion of its Building Program.
(*b*) For general endowment.
(*c*) For specific purposes which may especially appeal to the donor.

While it is not necessary, it would be appreciated if those contemplating gifts or bequests would confer with the President of the University regarding the University's needs before legal papers are drawn.

NORTHEASTERN UNIVERSITY

DAY SCHOOLS

SCHOOL OF ENGINEERING

Conducted in Boston Only

Curricula in Civil, Mechanical, Electrical, Chemical and Industrial Engineering, leading to the degree of Bachelor of Science. Conducted in co-operation with engineering firms. Students earn while they learn.

SCHOOL OF BUSINESS ADMINISTRATION

Conducted in Boston Only

Curricula in Accounting, Banking and Finance and Business Management leading to the degree of Bachelor of Science. Conducted on the Co-operative Plan. Students earn while they learn.

EVENING SCHOOLS

SCHOOL OF LAW

Conducted in Boston: Divisions in Worcester and Springfield

Curriculum leading to the degree of Bachelor of Laws. Preparation for the bar examinations and for the practice of the law. Case method of instruction. Co-educational.

SCHOOL OF BUSINESS

Conducted in Boston: Divisions in Worcester, Springfield and Providence

Curricula in Accounting, Business Administration, Combined Law and Business and Applied Science, leading to the degrees of Bachelor of Business Administration and Bachelor of Commercial Science. Graduate program leading to the degree of Master of Business Administration. Co-educational.

LINCOLN SCHOOLS

(*Evening Sessions*)

Conducted by Northeastern University in Boston Only

LINCOLN SCHOOL OF LIBERAL ARTS

A four-year curriculum leading to the Degree of Associate in Arts (A.A.). Students may register for the degree program or for individual subjects of a cultural nature. Co-educational.

LINCOLN INSTITUTE

Courses leading to a diploma in the fields of Architectural, Civil, Electrical, Mechanical and Structural Engineering. One year course in Aeronautics. Students may register for individual subjects.

LINCOLN PREPARATORY SCHOOL

Courses in high school subjects leading to a diploma. Students may enter in September, January or May. Prepares for admission to all colleges. The School has college entrance certificating privilege. Co-educational.

For further information regarding any of the above schools, address

NORTHEASTERN UNIVERSITY
316 Huntington Avenue, Boston, Mass.
Tel. Ken. 5800

Worcester, Mass.
766 Main St.
Tel. Wor. 56101

Springfield, Mass.
114 Chestnut St.
Tel. Spr. 68361

Providence, R. I.
160 Broad St.
Tel. Gaspee 6357

LINCOLN SCHOOL
of
LIBERAL ARTS

EVENING SESSIONS

Prospectus for
The Year 1931-32

Adults Can Learn

Perhaps the most outstanding recent discovery in the field of education is that learning ability does not stop with maturity, with the result that there has been an increased interest in education on the part of those of more advanced years. The results of these discoveries are to be found in "Adult Learning" by Dr. E. L. Thorndike, from which the following extracts are taken.

> "If an adult class were to be divided into two sections, one expected to make rapid progress and the other slow progress, age would be practically worthless as a basis for the division."
>
> "The provision of opportunities whereby adults can learn those things which they are able to learn and which it is for the common good that they should learn is a safe philanthropy and a productive investment for the United States."
>
> "Adult education suffers no mystical handicap because of the age of the students."
>
> "Comparing youth and middle age I find that there is hardly a subject in our curriculum that the average mature mind will not grasp with equal ease and superior understanding. Take two men of equal intelligence, one of 45 and one of 20, both in good health and with good habits, both free from hampering worries, and turn them loose on a new subject in which they are both interested. One finds immediately that the man of age and experience has all the advantage."

With these facts in mind mature students should not hesitate about undertaking to learn anything which they really feel desirable or worth-while.

Communications should be addressed to

JAMES WALLACE LEES, *Dean*
Lincoln School of Liberal Arts
Boston Y.M.C.A.
312 Huntington Avenue, Boston, Mass.
Telephone Kenmore 5800

LINCOLN SCHOOL
of
LIBERAL ARTS

EVENING SESSIONS
1931-1932

DEGREE OF ASSOCIATE IN ARTS AWARDED

EFFICIENT METHODS OF INSTRUCTION
EXPERIENCED AND HIGHLY-TRAINED FACULTY

THE LINCOLN SCHOOLS ARE CONDUCTED BY NORTHEASTERN UNIVERSITY OF THE
BOSTON YOUNG MEN'S CHRISTIAN ASSOCIATION

Calendar

1931	
September 14–26	Registration period.
September 28	Opening of School.
October 12	Legal Holiday. No classes.
November 11	Legal Holiday. No classes.
November 23	Second payment of tuition fees due.
November 25	Beginning of Thanksgiving Recess.
November 30	First class sessions after Thanksgiving Recess.
December 21	Beginning of Christmas Recess.
1932	
January 4	First class sessions after Christmas Recess.
January 25–29	Mid-year examinations.
February 1	Third payment of tuition fees due.
February 22	Legal Holiday. No classes.
March 28	Final payment of tuition fees due.
April 19	Legal Holiday. No classes.
May 23–27	Final Examinations.

Office Hours

Week days, except Saturdays	9 A.M. till 9 P.M.
Saturday	9 A.M. till 1 P.M.

JULY 1 TILL AUGUST 15

Week days, except Saturday	9 A.M. till 4 P.M.
Saturday	9 A.M. till 12 M.

During this period on Tuesday and Friday evenings the office is open in addition from 6 to 9 P.M. On other evenings during this period the General Offices of the University on this same floor deal with all school business.

Interviews

Prospective students, or those desiring advice or guidance with regard to any part of the school work or curricula, are offered personal interviews with the Dean or his assistants. No enquirer should hesitate to ask for an appointment, as in the long run, time is saved during the school year by having the whole educational problem discussed before the opening of the school.

Northeastern University and the Lincoln School of Liberal Arts

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Northeastern University and the Lincoln School of Liberal Arts

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Galen David Light, A.B., *Secretary and Comptroller of the University*
Everett Avery Churchill, A.B., Ed.D., *Vice-President of the University*
James Wallace Lees, A.M., *Dean, Lincoln School of Liberal Arts*
Eben Oswell Smith, B.E.E., *Registrar of the Evening Division*
J. Kenneth Stevenson, *Bursar of the University*
Myra Edna White, *Librarian*

Faculty

(To be announced later)

Value of a Cultural Education

While personal pride, social prestige, and the vague hope for some form of financial return are frequently some of the reasons for many students' aspiring to complete a college education, fundamentally the majority of men and women who continue from high school to college do so because of the basic and intrinsic values to be found in college study itself.

A cultural education furnishes for the individual two distinct benefits:

(a) an enriched personal life;
This is due to the background of information obtained, the acquired ability to approach the solution of problems, and the discipline of reasoning necessary to solve these problems.

(b) a marked social development;
This enables the individual to have a sense of real values and to adjust himself satisfactorily in his social contacts, whether in the home or in any civic grouping.

An incidental resultant of these two benefits is the increased vocational success which comes as a reward to an enriched personality and a socially efficient individual. Hence we may say that cultural education, as well as technical education, has a personal value, a social value, and a cash value.

One may summarize as follows the various things that a Liberal education will do for us:

(1) It broadens our interests and sympathies, regardless of our daily occupation.
(2) It encourages independent thinking, so that judgments are based on reason, not on any whim or fancy.
(3) It dispels prejudice by increasing knowledge.
(4) It furnishes an inner satisfaction which the material things of life frequently do not provide.
(5) It makes us socially efficient citizens, ready to recognize our responsibilities and willing to meet them.

The Junior College

Since fewer than 40% of high school graduates ultimately proceed to colleges and universities, a new type of educational institution has sprung into existence during the past decade to offer some form of education to those who cannot pursue a complete senior college course. This institution is a Junior College which is intended to offer a broad, general cultural education, intended to be of distinct value to the individual as a member of society. While originally Junior Colleges attempted to offer the regular work of the first two years of a standard Liberal Arts College, the trend during recent years is away from such work and from definite preprofessional training to a comprehensive, humanized type of education serving the needs of all types of students.

There is an especial need for employed men and women, surrounded as they are by the complexities of modern industry, to ensure for themselves a well-rounded training. A machine age is dangerous to the personality. One is in grave danger of having his life bounded by the mechanical processes going on around him, with the result that life becomes artificial, pleasures are pursued as a relief rather than for their recreative values. However, the man with liberal training is not carried away against his better judgment. Hence the increased need for a liberal education in the case of employed men and women who have not pursued their studies beyond high school.

Evening Junior Colleges

Since many of those students who graduate from high school and who do not enter a day college are denied a general cultural education for financial or similar reasons, there is an increased need for the establishment of evening junior colleges throughout the country. Certain cities, appreciating the fact that there is an increased need for this general type of education, have established evening junior colleges and made available to adults of all ages the liberal educational facilities formerly offered to only those of college age.

Evening junior colleges offer courses of a purely cultural nature embracing non-technical work in sciences and in social studies, courses in composition and literature, economics, and sociology, which form the bases of a new type of Liberal Arts education more distinctive of modern culture and civilization than any purely professional, organized subject matter can ever hope to be.

Establishment of the Lincoln School of Liberal Arts

Northeastern University founded the Lincoln School of Liberal Arts to make available to the residents of Metropolitan Boston the opportunity of obtaining at convenient evening hours a general cultural education, leading, if desired, to the Degree of Associate in Arts (A.A.). The courses are designedly offered in the evening, since the Officers of Administration have every desire to make these courses available to those who might otherwise have been denied a liberal education because of their inability to attend a day college of Liberal Arts. Furthermore it is their belief that those who have not obtained a liberal education and are now employed during the day require such courses as are offered to enable them to live an enriched life.

Lincoln School of Liberal Arts

The aim of the Lincoln School of Liberal Arts is to develop cultured individuals who are well adapted to live socially with their fellows. This aim might well be summed up in the words "The Art of Living". As a person faces life two factors need to be considered:

(1) his own personality, intellectual, physical and emotional;

(2) his environment. This environment is physical, biological, social and spiritual. The individual needs, therefore, not only to develop personally but to adjust himself to this complex environment.

A socially efficient person should achieve the following values:

(1) Appreciative values
  (a) Spiritual values
  (b) Esthetic values as manifested in Art, Literature, and Nature
  (c) Character values as manifested in the usual virtues commonly associated with character

(2) Intellectual values

(3) Social values
  (a) In relation to his family
  (b) In fellowship groupings
  (c) In civic groupings

(4) Economic values. These would include:
  (a) Proper vocational adjustment
  (b) Proper conservation and use of resources.

(5) Recreational values as manifested in hobbies, amusements, and plays

(6) The values of sound health.

The courses which the Lincoln School of Liberal Arts offers and the methods which it will employ seek to achieve the fundamental development of personality which is outlined above. It therefore offers to those who cannot attend a day school of liberal arts a well rounded and systematic training, so basic both to worth-while living and to success in one's vocation.

The Standards of the Lincoln School of Liberal Arts

The Officers of Administration of the School of Liberal Arts have no desire to make this merely another institution offering so-called Liberal education. The school is the outcome of a definite philosophy of education, a realization of the needs of the community, and an attempt to meet those needs. Consequently, the following standards will be maintained:

1. **Course Content.** While the courses offered for the most part bear the traditional title of courses offered in similar institutions, the content of each course will be a distinct departure from the work traditionally offered. The material to be covered and the collateral reading to be assigned will deal with those phases of each subject which will make the course of maximum benefit to the individual.
2. **Faculty.** The Officers of Administration of the School of Liberal Arts have regularly taken the attitude that for an institution to function satisfactorily the faculty must consist of men of the highest rank. Not only are they to be experienced in teaching the subjects which they profess, but they are to be in addition sound and thorough scholars imbued with the philosophy underlying the inception of this institution. Furthermore, they are selected for their ability to aid students, influencing them in their ideals and standards of conduct, not by the mere repetition of professorial utterances but by creating in the student an analytical mind which aids him in the solution of his own problems.
3. **Student accomplishment.** A high standard of accomplishment will be expected of all students. The mere memorizing of facts and the periodical repetition of subject matter are not of themselves regarded as satisfactory accomplishment on the part of our students. The school concerns itself with students' attitudes and with their approach to the various problems with which they are likely to be faced, not only in the course of the school year but subsequent to graduation. Accordingly, all efforts will be directed to the ultimate aim of the school, which is to create socially efficient citizens.
4. **Program.** The program is devised for employed men and women who are occupied at their various tasks during the day and who must find time for both classroom work and study in the evenings. For this reason all the standards and policies of the school, together with its curriculum, have been studied in relation to the needs of students who are employed during the day.

Requirements for Admission and Registration

The Lincoln School of Liberal Arts bases its admission requirements on the student's ability to pursue satisfactorily the courses applied for. Students are classified as follows:

A. **Regular Students.**

(a) All students who have graduated from approved secondary schools or who have completed fifteen units of secondary school work, or the equivalent, may be admitted as regular students, candidates for the degree.

(b) Students over twenty-one who have not graduated from high school or who have not completed the equivalent of fifteen units of secondary school work, or the equivalent, may be classified as regular students upon the satisfactory passing of an aptitude test which does not require preliminary preparation and upon the completion of fifteen semester hours of work with a satisfactory grade.

B. **Unclassified students.**

(a) A certain number of students over twenty-one years of age may be admitted according to their general fitness to pursue the work of the courses applied for. These students will not be considered as candidates for the degree but as individuals pursuing programs which may prove of benefit to them.

(b) The school discourages the admission of conditioned students who could become regular students by pursuing a few additional units of high school work. These are directed to the Lincoln Preparatory School or some other school of similar grade.

Late Registration

Students should avoid late registration. It is of fundamental importance that they be present at the first class sessions if they are to be successful in their studies for the year. Those who find it necessary to register late may be permitted to enter the school provided that they have not lost so much work as to render it unlikely that they will succeed in their courses.

Tuition and Other Charges

Matriculation Fee.

A Matriculation Fee of $5 is payable by each student on his initial entrance to the school. This fee is not returnable.

Tuition Fees.

The tuition charge for a student who is carrying a full program is $90 a year, along with the customary laboratory charges in those courses that involve laboratory work. The fees are payable in four installments as follows: $25 on entering the school, $25 on the Monday of the ninth school week, $20 on the opening of the second semester, and $20 on the Monday of the twenty-fourth school week. The exact dates of payments are listed in the calendar.

In cases where students are not carrying a full program, the tuition fees are at the rate of $5 per semester hour. This rate is equivalent to $30 for a full course and $15 for a half course. In these cases, payments are made as follows: (a) if the total charges are $60 or more, two-fifths will be paid on the first payment date and one-fifth on each of the other dates; (b) if the total charges are less than $60, two-fifths will be paid on the first two payments dates and one-fifth on the third payment date.

To accommodate students who would of necessity be denied formal education if required to make the tuition payments in full on the dates specified above, a deferred payment privilege is available, particulars of which are given on page 13. No deduction from tuition fees is made because of late enrollment.

Laboratory Fees.

All students taking courses which require laboratory work are charged laboratory fees in accordance with the following rates:

Biology Laboratory	$10
Chemistry Laboratory	10
Physics Laboratory	10

Special Examination Fees.

The fee for special examination for advanced standing, for conditioned students, or for students who have for justifiable cause omitted to take the regularly scheduled examinations is $3. For a special examination irregularly scheduled the examination fee is $5. In those cases where students have omitted to take a quiz with justifiable cause, an examination fee of $1 will be charged for the make-up quiz. In each case the fee must be paid before the examination is taken.

Diploma Fee.

On completing the curricular requirements for a degree the student is expected to pay the diploma fee of $10. This fee must be paid by May 15th in the year of the student's graduation.

Charges for Damages.

Students who damage apparatus in the laboratories or who wilfully destroy school property will be responsible for the replacement of such damaged articles or for the cost of replacement where this is undertaken by the school.

Charges for Partial Attendance.

In the event that a student withdraws from school or abandons a part of his program, he is charged on a pro rata basis for the weeks he has attended at a rate of 4% of the cost of a full course for each week of attendance and at the rate of 8% of the cost of a half course for each week of attendance.

Deferred Payment Agreements

The deferred payment plan requires that the student shall sign an agreement to pay a charge of $2 *at the time that the agreement is made,* for each such agreement. This charge partly covers the cost of additional record-keeping occasioned by offering deferred payment privileges. This agreement entitles the student to the privilege of deferring his payment in accordance with the plan determined by consultation between him and an officer of the school. It is intended that such privileges should be granted only to needy students, and only then when it is felt that such privileges are merited.

In the event that a student does not abide by the terms of his deferred payment agreement, the agreement is automatically cancelled, and the balance of the tuition fees immediately becomes due.

If the Committee of Administration decides to grant a student the opportunity to make another deferred payment agreement, an additional charge of $2 is made for the new agreement.

Withdrawals and Refunds

Students who are forced to withdraw from a course or from the school are expected to notify the school office by completing the withdrawal blank which will be furnished.

Since the school assumes the obligation of carrying the student throughout the year for which he registers, and since the instruction and accommodation are provided on a yearly basis, the Executive Council of the University has ruled as follows:

A. Applications for refunds must be presented within forty-five days after withdrawal from school.

B. Refunds in the case of complete withdrawal from school will be granted by the Committee on Withdrawals for reasons which they deem adequate. Among the reasons deemed adequate are the following:

   (a) Personal illness.

   (b) Change of employment by direction of employer whether in the schedule of time or in place of employment.

   (c) The situation where the student becomes the sole or partial support of the family so as to make it impossible for him to continue his studies.

   (d) Loss of position.

   (e) Change of residence.

   (f) A voluntary change of employment, the hours or the residence being such that he is unable to continue attendance.

In all the above cases it is expected that substantiating documentary evidence will be produced by the student.

Requirements for Graduation

Students may register for single subjects or for the complete degree program, provided such registration meets with the approval of the Dean; but to receive the Degree of Associate of Arts, the student must fulfill the following conditions:

(a) He must have completed a total of 60 semester hours of study.

(b) Of these 60 hours, 30 must have been completed in the Lincoln School of Liberal Arts, regardless of the advanced standing credit a student may have received.

(c) He must have included in his program the following required courses, and have pursued in addition sufficient elective courses to make up the total of 60 semester hours.

REQUIRED COURSES

	Semester Hours		*Semester Hours*
College Composition	6	Philosophy	6
Survey of English Literature	6	History (American)	6
Economics	6	Science	6

ELECTIVE COURSES

	Semester Hours		*Semester Hours*
College Algebra	3	Latin, Advanced	6
American and European Government	6	Literature, American (Survey Course)	6
Analytical Geometry	3	Modern European History	6
Biology	6	Physics	6
Calculus	3	Psychology, Elementary	6
Chemistry	6	Psychology, Applied	6
French, Elementary	6	Sociology, Introduction to	6
French, Advanced	6	Trigonometry	3
Latin, Elementary	6		

(d) He must have completed all the courses of his particular curriculum, either by attendance at this school, or by receiving advanced standing credit for those courses or for the equivalent of those courses as determined by the Dean.

(e) He must pass such final examinations as are required in the courses he has pursued. The courses have been arranged so that they may be completed in four years. However, an extension of time will be granted to those who wish to take longer to meet the requirements for graduation.

Subjects of Instruction

Instruction is given by means of lectures, recitations, and laboratory work. Great value is set upon the educational effect of these exercises, which constitute the foundation of each of the courses. Oral and written examinations are held at the discretion of the instructors.

In the following pages will be found a detailed statement of the scope of the subjects offered in the various courses.

Required courses, and those prerequisite thereto, must have been successfully pursued before any advanced course may be taken. The student must have become proficient in all the elementary subjects before undertaking advanced work.

By careful consideration of the courses offered, in connection with the following description of subjects, the applicant for a special course may select, for the earlier part of that course, such subjects as will enable him to pursue later those more advanced subjects which he may particularly desire.

The topics included in the list which follows are subject to change at any time by action of the school authorities.

Alphabetical List of Courses

Course	Semester Hours	Hours per Year	Cost
1. Algebra, College	3	48	$15
2. Biology	6	96	30
3. Calculus	3	48	15
4. Chemistry	6	96	30
5. College Composition	6	96	30
6. Economics, Introduction to	6	96	30
7. French, Elementary	6	96	30
8. French, Advanced	6	96	30
9. Geometry, Analytical	3	48	15
10. Government, American and European	6	96	30
11. History, American	6	96	30
12. History, Modern European	6	96	30
13. Latin, Elementary	6	96	30
14. Latin, Advanced	6	96	30
15. Literature, American (Survey Course)	6	96	30
16. Literature, English (Survey Course)	6	96	30
17. Philosophy	6	96	30
18. Physics	6	96	30
19. Psychology, Elementary	6	96	30
20. Psychology, Applied	6	96	30
21. Sociology, Introduction to	6	96	30
22. Trigonometry	3	48	15

Courses will be offered in any other Liberal Arts subject, provided a sufficient number of students register.

Student Programs

Each course will meet twice a week for an hour and a half.

All sessions will be held between 6.45 and 9.20.

Students may carry three full courses in the course of the school year of thirty-two weeks.

The following is the distribution of required courses in each year:

First Year

College Composition
Economics
Elective

Second Year

Survey of English Literature
Philosophy
Elective

Third Year

Science
Elective
Elective

Fourth Year.

American History
Elective
Elective

Modification of this order is possible only with the permission of the Dean.

Advanced Standing

Students may obtain advanced standing credit for certain courses at the discretion of the Dean on the presentation of certified transcript of record from an accredited college, but advanced standing credit will be given only in those cases where the general course content is similar to the course content of the courses offered in the Lincoln School of Liberal Arts.

Description of Courses

College Algebra: Tuesday from 6.45 to 8 P.M., Thursday from 6.45 to 8 P.M., beginning September 29. Half course. Credit, 3 semester hours. Fee $15. Prerequisite study: one year and one-half of Algebra.

This course treats of functions and their graphs, the theory of equations, inequalities, complex numbers, permutations, combinations and probability, determinants, logarithms, partial fractions, infinite series.

Biology: Monday from 6.45 to 8.00 P.M., Wednesday from 6.45 to 8.00 P.M., beginning September 28. Full course. Credit, 6 semester hours. Fee $30.00, plus $10.00 Laboratory Fee.

A general survey course consisting of lectures, demonstrations, discussions, and recitations, covering the following topics: the nature and origin of life, significance of bacteria, the evolution of the plant kingdom, the evolution of lower and higher animals including man, the evidences and causal factors of organic evolution, experimental evolution, eugenics, interaction of plants and animals with their environment. The physiological and dynamic aspects of life.

Calculus: Monday from 6.45 to 8.00 P.M., Wednesday from 6.45 to 8.00 P.M., beginning February 2. Half course. Credit, 3 semester hours. Fee $15.00.

Instruction is given by lectures and recitations in the following subjects: rate of change, differentiation, maximum and minimum, integration, definite integrals, with application to the determination of mean value, area, volume, center of gravity, and moment of inertia. Problems are assigned to illustrate the use of all formulas studied in class.

Chemistry: Wednesday from 8.05 to 9.20 P.M., Friday from 6.45 to 8.00 P.M., beginning September 30. Full course. Credit, 6 semester hours. Fee $30.00 plus $10.00 Laboratory Fee. Prerequisite, one year of high school chemistry.

The fundamental laws of chemistry, non-metallic and metallic elements, methods of preparation, properties, compounds and uses, also problems.

College Composition: Monday from 6.45 to 8.00 P.M., Wednesday from 6.45 to 8.00 P.M., beginning September 28. Full course. Credit, 6 semester hours. Fee $30.00.

This course includes instruction in the theory and practice of English Composition. The theory will be taught by means of lectures, textbooks, and class analysis of literary types. Practice and the application of theory will be gained by the writing of the various forms of composition, which will be criticized and corrected by the instructor. The latter part of this course will aim to develop the creative ability of the student with respect to various literary types. Part of the course will be devoted to stereopticon lectures with views of the scenery of a number of novels to point out to students the literary skill by which authors have infused the atmosphere of place and country into their books. Personal conferences will be arranged when necessary.

Economics: Monday from 8.05 to 9.20 P.M., Friday from 8.05 to 9.20 P.M., beginning September 28. Full course. Credit, 6 semester hours. Fee $30.00.

This course aims to present the fundamental principles of our modern industrial system. It is intended to make Economics of practical value in everyday life. The course will embrace the study of reform and improvement of our industrial system, taxation, tariff, international trade, transportation, capital and labor, public ownership, wages and profits, and other current problems.

French, Elementary: Monday from 6.45 to 8.00 P.M., Wednesday from 6.45 to 8.00 P.M., beginning September 28. Full course. Credit, 6 semester hours. Fee $30.00.

Conversation, pronunciation, grammar, reading.

French, Advanced: Tuesday from 8.05 to 9.20 P.M., Friday from 8.05 to 9.20 P.M., beginning September 29. Full course. Credit, 6 semester hours. Fee $30.00. Prerequisite, two years of high school French.

Reading, review grammar, composition, and conversation. Class will read about eight hundred pages from works such as Hugo, "Les Miserables", Bazin, "Les Oberlé", and Moliére, "Le Bourgeois Gentilhomme".

Analytical Geometry: Monday from 6.45 to 8 P.M., Wednesday from 6.45 to 8 P.M., beginning September 28. Half course. Credit, 3 semester hours. Fee $15.

In this course instruction is given by lectures and recitations in the following subjects: plotting of functions, interpolation, the straight line, the conic sections, curves represented by various equations of common occurrence in engineering, graphic solution of equations, determination of laws from the data of experiments, simplification of formulas. The plotting and analysis of charts in order to determine empirical formulas is an important part of the course.

Government: Wednesday from 6.45 to 8 P.M., Friday from 8.05 to 9.20 P.M., beginning September 30. Full course. Credit, 6 semester hours. Fee $30.

This course examines the forms of our local and state governments and the Constitution of the United States, showing the relationship of the Executive, Legislative, and Judicial branches of our national government.

In the second semester attention is fixed on the study of international organization and a survey is made of the political systems of the more important countries, with special attention to the British Empire.

American History: Tuesday from 8.05 to 9.20 P.M., Thursday from 8.05 to 9.20 P.M., beginning September 29. Full course. Credit, 6 semester hours. Fee $30.

A careful and comprehensive study is made in this course of United States History, including not only the earlier periods but also the events from the Civil War down to and including our own times. The following topics are dealt with: Western Democracy challenges the South; Civil War; Reconstruction; the Rise of Industrial and Financial Combinations; New Political Problems; the United States as a World Power.

Modern European History: Tuesday from 8.05 to 9.20 P.M., Thursday from 8.05 to 9.20 P.M., beginning September 29. Full course. Credit, 6 semester hours. Fee $30.00.

This course embodies a brief study of Medieval Europe and a comprehensive study of Modern Europe, especially England.

Latin, Elementary: Monday from 8.05 to 9.30 P.M., Wednesday from 8.05 to 9.30 P.M., beginning September 28. Full course. Credit, 6 semester hours. Fee $30.00.

Grammar, reading exercises, and translation. The Latin reading is not less than Caesar, Gallic War I to IV. This amount of reading is selected from Caesar (Gallic War and Civil War) and Nepos (Lives). Special attention is given to sight translation. Latin composition is studied throughout the course.

Latin, Advanced: Tuesday from 8.05 to 9.20 P.M., Friday from 8.05 to 9.20 P.M., beginning September 29. Full course. Credit, 6 semester hours. Fee $30.00.

Composition, translation. Latin reading will embrace selections from the following: Cicero, In Catilinam, Pro Archia, Pro Lege Manilia, Pliny, Livy, Catullus, and Horace.

Survey of American Literature: Wednesday from 8.05 to 9.20 P.M., Friday from 6.45 to 8.00 P.M., beginning September 30. Full course. Credit, 6 semester hours. Fee $30.00.

A general survey of the beginnings and development of American Literature, aiming to make clear the characteristics of the most important literary periods, the writers, and their works: a study of Franklin, Irving, Cooper, Hawthorne. Poe, Longfellow, Whittier, Lowell, and Emerson. In addition, some time will be devoted to the more recent writings of modern American authors.

Survey of English Literature: Wednesday from 8.05 to 9.20 P.M., Friday from 6.45 to 8.00 P.M., beginning September 30. Full course. Credit, 6 semester hours. Fee $30.00.

A general survey of English literature aimed to make clear the characteristics of the more important literature periods, the writers and their works. A study is made of certain types of literature, such as the drama, the lyric, short story, etc.

Philosophy: Tuesday from 8.05 to 9.20 P.M., Wednesday from 6.45 to 8.00 P.M., beginning September 29. Full course. Credit, 6 semester hours. Fee $30.00.

This course deals very briefly with the history of Philosophy and proceeds to a systematic study of the theory of morals, the problems of freedom, duty, motive, happiness. The relations of the individual to society are discussed, and the interpretations of the various schools of moral philosophy are considered; readings from various sources are carefully selected to stimulate constructive thinking.

Physics: Tuesday from 6.45 to 8.00 P.M., Thursday from 6.45 to 8.00 P.M., beginning September 29. Full course. Credit, 6 semester hours. Fee $30.00, plus $10.00 Laboratory Fee.

This course includes the study of the mechanics of solids, liquids, and gases, heat and its effects, and the principles of light, sound, and electricity. Practical problems covering each phase of the work are given throughout the year to fix in the student's mind the principles taken up in the lectures. The solution of practical problems in the problem period gives the student a more thorough understanding of the application of the principles discussed in the lectures.

Psychology: Wednesday from 8.05 to 9.20 P.M., Friday from 6.45 to 8.00 P.M., beginning September 30. Full course. Credit, 6 semester hours. Fee $30.00

A treatment in outline of the principles and methods of general psychology. The concepts of consciousness and behavior will be examined; then native and acquired reactions and reaction tendencies, and the part played by the nervous system as a whole in the integration of personality. Finally such topics as reasoning, imagination, and will will be treated as ways in which the individual utilizes his entire equipment, native and acquired, in meeting the exigencies of life.

Applied Psychology: Monday from 8.05 to 9.20 P.M., Wednesday 8.05 to 9.20 P.M., beginning September 28. Full course. Credit, 6 semester hours. Fee $30.00.

This course will deal with individual differences and intelligence, emotional reaction, and social adjustment, as dependent upon age, race, and sex. The influence of heredity and environment in the production of individual differences will be discussed. Various types of personality will be studied and biographical material illustrating the types will be reviewed and discussed in an informal way.

Introduction to Sociology: Tuesday from 6.45 to 8.00 P.M., Friday from 6.45 to 8.00 P.M., beginning September 29. Full course. Credit, 6 semester hours. Fee $30.00.

This course is designed to give the student an acquaintance with the Social Sciences, and a general survey of social theories and social problems; human nature, collective behavior, social conflict, social control, and social progress. Part of the course will be devoted to a study of the personal and social causes of poverty and the various methods of prevention, and in addition time will be devoted to the causes of crime and the remedies therefor. This course will bring out the scientific viewpoint towards the understanding and relief of social maladjustment.

Trigonometry: Tuesday from 8.05 to 9.20 P.M., Thursday from 8.05 to 9.20 P.M., beginning February 3. Half course. Credit, 3 semester hours. Fee $15.00.

This course deals in detail with trigonometric functions, logarithms and their use and the solution of triangles.

Administrative Regulations

Applications for Admission

Applications for admission should be filed as early as possible in order that the necessary investigations may be made, and the status of each student definitely determined before the opening day. The matriculation fee of $5 should accompany the application blank.

Registration

Each student is required to present himself at the School Office, and to have his course approved by the Dean to complete his registration. A student is expected to pay the first tuition installment and other fees required before beginning attendance.

Late registration will be permitted only at the discretion of the Dean.

The School Year

The school year is divided into two semesters of sixteen weeks each. The first semester extends from September 28 to January 29 and the second semester from February 1 to May 27.

Attendance Requirements

A careful record of attendance upon class exercises is kept for each student. Absence from regularly scheduled classes on any subject will seriously affect the standing of the student. It may cause the removal of certain subjects from his schedule and the listing of these as "conditioned subjects". However, if reasonable excuse for absence be presented, the student may be allowed to make up the time lost, and be given credit for the work; but he must complete the work at such time and in such manner as his instructor in the course shall designate.

An attendance record of 75% must be maintained in all classes before a student will be admitted to examination.

Examinations and Quizzes

Examinations and quizzes are held throughout the term at the discretion of the instructors. Final examinations are required upon the completion of all courses. The following system of grading is used:

A — 90 to 100 — Excellent
B — 80 " 89 — Good
C — 70 " 79 — Fair
F — 50 " 69 — Conditioned Failure
FF — Below 50 — Complete Failure

A student marked "F" may receive one special examination. If he fails in that, he must repeat the course. A student marked "FF" must repeat the course to obtain credit.

Grades and reports are mailed to the students and will not be given out at the School Office. Under no circumstances will grades be given over the telephone.

Quizzes are to be made up at the discretion of the instructor.

Transfers

No students are permitted to change from one course to another without first consulting the Dean and receiving a Transfer Order signed by him.

Reports of Standing

An informal report of the student's standing is issued at the end of the first term; and the formal report, covering the year's record, is issued at the close of each year.

In the case of students who are under twenty-one years of age, reports may be sent to parents in the event of unsatisfactory work on the part of the student, non-compliance with administrative regulations, continued absence, and withdrawal. Parents may obtain reports at any time on request.

Students Admitted with Advanced Standing

Students who, upon admission, were granted provisional advanced standing, but have not presented evidence of their eligibility to such advanced standing, shall not be granted the degree of the school.

Elective Subjects

Students electing any course not included in their curriculum will be required to take all examinations in that course, and to attain a passing grade in it before they will be eligible for the degree.

Honor System

The School will award the degree with honor and high honor to those students who have completed outstanding work during the period of their attendance. The degree with high honor will be awarded to all those who have completed the program of courses with an average of 90% or more. The degree with honor will be awarded to those who have completed the program of courses with an average of from 85% to 89% inclusive.

General Information

Equipment for Physical Training

The Boston Y.M.C.A. in whose building the Lincoln School of Liberal Arts is housed has exceptional facilities for all-round physical training. The gymnasium with its 12-lap running track, three basket ball courts, wrestling, boxing, fencing and special exercise rooms, handball courts and bowling alleys, is one of the most complete in New England. The natatorium is one of the best in the country. It is in a separate building, having a glass roof, admitting abundant sunlight, and has a continuous supply of filtered salt water. The tank is 75 feet long and 25 feet wide. Adjoining the building is a large field equipped for athletics. Here are four tennis courts, outdoor gymnasium, basketball court, jumping pits, and a track with a 100-yard straight-away. Students of the Lincoln School of Liberal Arts receive special rates.

Library

A large and well-equipped library is available for the use of students. The reading rooms are open from 9 a.m. to 10.30 p.m. on week-days, and from 9 a.m. to 10 p.m. on Saturdays. Students have also the privilege of securing books from the Boston Public Library and its branches. To obtain this privilege application should be made to the Dean, who will furnish the applicant with the necessary blanks.

Religious Activities

The Lincoln School of Liberal Arts is conducted by the Northeastern University of the Young Men's Christian Association, and, though non-sectarian, is thoroughly Christian in character. Students are cordially welcomed and urged to participate in all the activities of the Y. M. C. A. It is hoped that they will feel free to do so to the largest possible extent. In connection with the various departments of the Association an ample social and religious program is provided, so that all men should be able to find that type of activity in which they are most interested. However, a student should not hesitate about entering the School because of religious faith, no attempt being made to influence one to participate in any activities which are contrary to the tenets of his particular religion.

Bookstore

The University bookstore is situated on the second floor, and is maintained by the University for the benefit and convenience of students. Books and materials are sold at the lowest possible rates.

Visitors

Visitors are always welcome at one class session in any department. Those who wish to visit any of the classes should call at the school office and obtain a visitor's card signed by the Dean.

Notify the Office Immediately

(a) Of any change of address;
(b) Of withdrawal from any course—otherwise the fee for that course will be charged;
(c) Of withdrawal from the school—giving the date of the last lecture attended.

Interviews and Educational Guidance

Prospective students or those desiring advice or guidance with regard to any part of the school work or courses, or who wish assistance in the solution of their educational problems, should note the fact that interviews are available without obligation, and that the officers of the school will do their utmost to see that a program is designed which is the most satisfactory for the individual student. In certain cases, other institutions may be recommended which suit the student's needs better. Furthermore it is important that those with educational problems to solve should realize the necessity for care in approaching educational work so that the program selected will be on the best educational basis.

The Location of the School

The Lincoln School of Liberal Arts is particularly fortunate in being housed in the building of the Boston Young Men's Christian Association, at 312 Huntington Avenue. In addition, it utilizes certain areas in the new Huntington Building next to Symphony Hall, and in the Laboratory Building of the University, which is situated in the rear of the main Young Men's Christian Association Building.

Situated in the Back Bay educational centre of Boston, within sight of the Opera House, the Symphony Hall, the Art Museum and other cultural and educational institutions, Northeastern University is easily reached from the North and South Stations, and also from the various points of the Boston Elevated system.

To reach the School from Park Street take the Huntington Avenue car and detrain at the Boston Y.M.C.A. building. To reach the School from Dudley Street, detrain at the junction of Massachusetts and Huntington Avenues and walk west 200 yards to the Boston Y.M.C.A. building.

The following are the official running times given by the Boston Elevated Railroad Company to reach the University from points on the system. This makes no allowance for time used in transfer from one car or train to another:

Sullivan Square	24 minutes
Lechmere Square	22 "
Brighton Square	22 "
Harvard Square	20 "
North Station	17 "
Forest Hills	15 "
South Station	14 "
Park Street	12 "
Brookline Village	10 "
Dudley Street	9 "
Northampton Street	5 "

18756 RAND AVERY SUPPLY CO., BOSTON.

Gifts and Bequests

Northeastern University will welcome gifts and bequests for the following purposes:

(a) For the completion of its Building Program.
(b) For general endowment.
(c) For specific purposes which may especially appeal to the donor.

While it is not necessary, it would be appreciated if those contemplating gifts or bequests would confer with the President of the University regarding the University's needs before legal papers are drawn.

Funds given to the University should be left in the following manner:

> "I give and bequeath to Northeastern University of the Boston Young Men's Christian Association, an educational institution incorporated under the laws of Massachusetts and located in Boston, Massachusetts, the sum of.......... dollars ($.)."

NORTHEASTERN UNIVERSITY

DAY SCHOOLS

SCHOOL OF ENGINEERING

Conducted in Boston Only

Curricula in Civil, Mechanical, Electrical, Chemical and Industrial Engineering, leading to the degree of Bachelor of Science. Conducted in co-operation with engineering firms. Students earn while they learn.

SCHOOL OF BUSINESS ADMINISTRATION

Conducted in Boston Only

Curricula in Accounting, Banking and Finance and Business Management leading to the degree of Bachelor of Science. Conducted on the Co-operative Plan. Students earn while they learn.

EVENING SCHOOLS

SCHOOL OF LAW

Conducted in Boston: Divisions in Worcester and Springfield

Curriculum leading to the degree of Bachelor of Laws. Preparation for bar examinations and practice. Case method of instruction. Co-educational.

SCHOOL OF BUSINESS

Conducted in Boston: Divisions in Worcester, Springfield and Providence

Curricula in Accounting, Business Administration and Applied Science, leading to the degrees of Bachelor of Business Administration and Bachelor of Commercial Science. Graduate program leading to the degree of Master of Business Administration. Co-educational except in Providence.

LINCOLN SCHOOLS

Evening Schools Conducted by Northeastern University in Boston Only

LINCOLN INSTITUTE

Curricula leading to a diploma in the fields of Civil, Electrical, Mechanical and Structural Engineering.

LINCOLN SCHOOL OF LIBERAL ARTS

A four-year curriculum leading to the Degree of Associate in Arts (A.A.). Students may register for the degree program or for individual subjects of a cultural nature. Co-educational.

LINCOLN PREPARATORY SCHOOL

Courses in high school subjects leading to a diploma. Students may enter in September, January, or May. Prepares for admission to all colleges. The School has college entrance certificating privilege. Co-educational.

For further information regarding any of the above schools, address

NORTHEASTERN UNIVERSITY
316 Huntington Avenue
Boston, Mass.
Tel. Ken. 5800

LINCOLN INSTITUTE

Evening Courses in Engineering

1932-1933

Communications should be addressed to

THE LINCOLN INSTITUTE
312 Huntington Avenue
Boston, Massachusetts
Telephone KENmore 5800

Lincoln Institute

Evening Courses in Engineering

1932-1933

PRACTICAL COURSES AT CONVENIENT EVENING HOURS
EFFICIENT METHODS OF INSTRUCTION
EXPERIENCED AND HIGHLY-TRAINED FACULTY

THE LINCOLN SCHOOLS ARE CONDUCTED BY NORTHEASTERN UNIVERSITY

CALENDAR

1932	
SEPT. 26-OCT. 3	Registration Period.
SEPTEMBER 28	Advance standing and condition examinations.
OCTOBER 3	Opening of school.
OCTOBER 12	Legal holiday. No classes.
NOVEMBER 11	Legal holiday. No classes.
NOVEMBER 24	Legal holiday. No classes.
DECEMBER 5	Second payment of tuition fees due.
DECEMBER 24	Beginning of Christmas recess.

1933	
JANUARY 4	First class sessions after Christmas recess.
JANUARY 23-27	Mid-term examinations.
FEBRUARY 6	Third payment of tuition fees due.
FEBRUARY 22	Legal holiday. No classes.
MARCH 27	Final payment of tuition fees due.
APRIL 19	Legal holiday. No classes.

OFFICE HOURS

AUGUST 15—JUNE 30

Week days, except Saturday	9 a.m. till 9 p.m.
Saturday	9 a.m. till 12 m.

JULY 1 TILL AUGUST 14

Week days, except Saturday	9 a.m. till 4 p.m.
Saturday	9 a.m. till 12 m.

During the period from July 1 till August 14, on Tuesday and Friday evenings, the office is open in addition from 6 to 9 p. m. On other evenings during this period the General Offices of the University on this same floor deal with all school business.

INTERVIEWS

Prospective students, or those desiring advice or guidance with regard to any part of the school work or curricula, are offered personal interviews with the Director or his assistants. No enquirer should hesitate to ask for an appointment as, in the long run, time is saved during the school year by having the whole educational problem discussed before the opening of the school.

NORTHEASTERN UNIVERSITY AND THE LINCOLN SCHOOLS

BOARD OF TRUSTEES

Robert Gray Dodge, *Chairman*
Frank Lincoln Richardson, *Vice-Chairman*
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Arthur Stoddard Johnson
Sabin Pond Sanger
Frank Palmer Speare
Francis Robert Carnegie Steele

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President of the University

Galen David Light, A.B.
Secretary and Treasurer of the University

Carl Stephens Ell, A.B., S.B., M.S.
Vice-President of the University

Everett Avery Churchill, A.B., Ed.D.
Vice-President of the University

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GALEN DAVID LIGHT, A.B.
Secretary and Comptroller of the University

EVERETT AVERY CHURCHILL, A.B., ED.D.
Vice-President of the University

JAMES WALLACE LEES, A.M.
Director, Lincoln Institute

EBEN OSWELL SMITH, B.E.E.
Registrar of the Evening Division

J. KENNETH STEVENSON, B.C.S.
Bursar

MYRA EDNA WHITE
Librarian

FACULTY

WILLIAM THURLOW ALEXANDER

B.M.E. Northeastern University, 1926; Member of American Society of Mechanical Engineers; Instructor in the Department of Mechanical Engineering, Northeastern University, 1926-1932.

Engineering Laboratory, Materials and Foundations

GEORGE FRANCIS ASHLEY

Assistant and Instructor at Tufts College, 1901-1909; Instructor of Descriptive Geometry at Harvard, 1909; Assistant Professor at Tufts, 1909-17; Instructor and Professor at Northeastern University, 1918-1932.

Elementary Engineering Drawing

HENRY BRASK

B.C.E. Northeastern University, 1923; Member of the Boston Society of Civil Engineers; Surveying Department, Boston and Albany Railroad, 1922-23; Engineer with Burtis Brown Company, 1923-1932.

Structural Drawing and Design

SPENCER JENNINGS BUCHANAN

B.S. Texas A.M. College; Graduate study Massachusetts Institute of Technology; M.S., 1931; Civil Engineer, Southern Pacific Railroad, 1926-29; Field Engineer, Committee on Earthworks and Foundations, American Society of Civil Engineers, 1930-32.

Hydraulics

FREDERICK ARTHUR CALKIN

B.S. Massachusetts School of Art, 1915; Instructor of Mechanical and Architectural Drawing in Winchester, Attleboro, and Springfield Technical High School; Instructor of Mathematics and Strength of Materials, Springfield Engineering Institute, 1921-30; Instructor, Winthrop High School.

Elementary Engineering Mathematics

LAURENCE FULLER CLEVELAND

B.S. Worcester Polytechnic Institute, 1929; Instructor in Department of Drawing, Northeastern University, 1929-32.

Elementary Engineering Drawing

LEWIS EMERY COBB

B.E.E. Northeastern University, 1926; Instructor in Electrical Engineering, 1926-30; Hygrade Lamp Company, 1930-32.

Alternating Currents Machinery

JOSEPH ARTHUR COOLIDGE

S.B. Harvard, 1910; Professor of Mathematics, Northeastern University, 1911-32.

Practical Physics

ALEXANDER BARRETT DAYTZ

B.S. Massachusetts Institute of Technology, 1928; Bridge Designer, Boston and Maine Railroad Company, 1929-30; Assistant Structural Engineer, Boston Transit Department, 1930-32.

Concrete

HARRY EDWARD DOW

Brown University; Technical Assistant, Boston Edison Company, 1922-24; Mechanical Engineer, Malden and Melrose Gas Light Company, 1924-32.

Elementary Engineering Drawing

JAMES PITT FARNSWORTH

B.S. University of Maine, 1908; Instructor apprentices, General Electric Company Engineering School, 1911-13; Head of Mathematics Department, Newton Vocational School, 1914-16, Instructor in Electrical Subjects, Mechanic Arts High School, 1916-32.

Direct Currents Machinery, Alternating Currents Circuits

ROYAL MERRILL FRYE

A.B. Boston University, 1911; Graduate work Boston University A.M., 1912; Instructor in Boston University, 1913-16; Instructor in Department of Physics, Massachusetts Institute of Technology, 1916-26; Instructor in Physics, Worcester Polytechnic Institute, 1926-27; Instructor in Physics, Massachusetts Institute of Technology, 1927-31; Graduate work Boston University, 1931-32.

Practical Physics

ERWIN HARSCH

B.S. (distinction) George Washington University; Graduate study at Massachusetts Institute of Technology; United States Coast and Geodetic Survey, 1915-16; Instructor in Civil Engineering, University of Tennessee, 1916-17; United States Navy, 1917-19; 1920-32 Designer and resident engineer, Boston; Instructor in Franklin Union, Boston, 1924-25.

Surveying

HERBERT WILLARD HATCH

B.S. Massachusetts Institute of Technology; Teacher at Franklin Union, 1923-26; Designer with Board of Education, Rochester, 1921-22; with Stone and Webster, 1922-25; with Cram and Ferguson, 1925-29.

Architectural Drawing and Design

ROBERT EDGAR HODGDON

B.S. University of New Hampshire; M. S. Massachusetts Institute of Technology; Teacher in Mechanical Arts Department, Dover High School, New Hampshire, 1919-20; Teacher of Physics and Mathematics, Concord High School, New Hampshire, 1920-21; Training Assistant, United States Veterans Bureau, 1921-22; Instructor, Massachusetts Institute of Technology, 1922-31.

Elementary Engineering Drawing, Practical Physics

HENRY KENDRICK HOLT

B.S. 1924 Denison University; Graduate work Ohio State University, M.A. 1927; Graduate Assistant in Mathematics, Ohio State University, 1926-27; Instructor in Mathematics, Pennsylvania Military College, 1927-1929; Instructor in Mathematics, Northeastern University, 1929-32.

Advanced Mathematics

FRANK HAROLD LABREE

B.E.E. Northeastern University, 1921; Sales Engineer, Westinghouse Manufacturing Company, 1922-26; National Electrical Instrument Company, 1927-29; Instructor in Electrical Laboratory, Wentworth Institute; Instructor in Northeastern University, Electrical Engineering, 1929-32.

Electrical Laboratory

JOHN ROBERT LEIGHTON

B.C.E. Northeastern University, 1914; Instructor, Northeastern University, 1914-17; Instructor, Northeastern Polytechnic School, 1915-32.

Applied Mechanics, Strength of Materials

JAMES GREGORY MCGIVERN

B.M.E. Northeastern University, 1928; Graduate study Boston University School of Education; Instructor in Department of Drawing, Northeastern University, 1928-31; Graduate work Boston University, 1931-32.

Machine Drawing and Design, Mechanism

DERWOOD AUSTIN NEWMAN

B.S. University of New Hampshire, 1922; Instructor in Sciences and Mathematics, Danvers High School, 1922-26; Instructor in Chemistry, Northeastern University, 1926-32.

Elementary Engineering Mathematics

WILFRED R. RHODES

B.C.E. 1927 Northeastern University; Engineering Department N. Y., N. H. & H. Railroad, 1926-29; New England Telephone and Telegraph Company, 1929-32.

Railroad Engineering

JOHN DAVID SHORE

S.B. Massachusetts Institute of Technology, 1912; Architectural Draftsman, Boston, 1916-21; Instructor, Franklin Union, Boston, 1921-24; Head of Department of Mechanical Drawing, Portland High School, Maine, 1924-25; Instructor in Mathematics, English High School, 1925-32.

Theory of Structures, Elementary Engineering Mathematics

FREDERICK ARLINGTON STEARNS

B.S. Massachusetts Institute of Technology, 1917; Member of American Society of Mechanical Engineers; United States Army, 1917-19; Instructor, Massachusetts Institute of Technology, 1920; Professor in Department of Mechanical Engineering, Northeastern University, 1920-32.

Heat Engineering

GEORGE STUART WILLARD

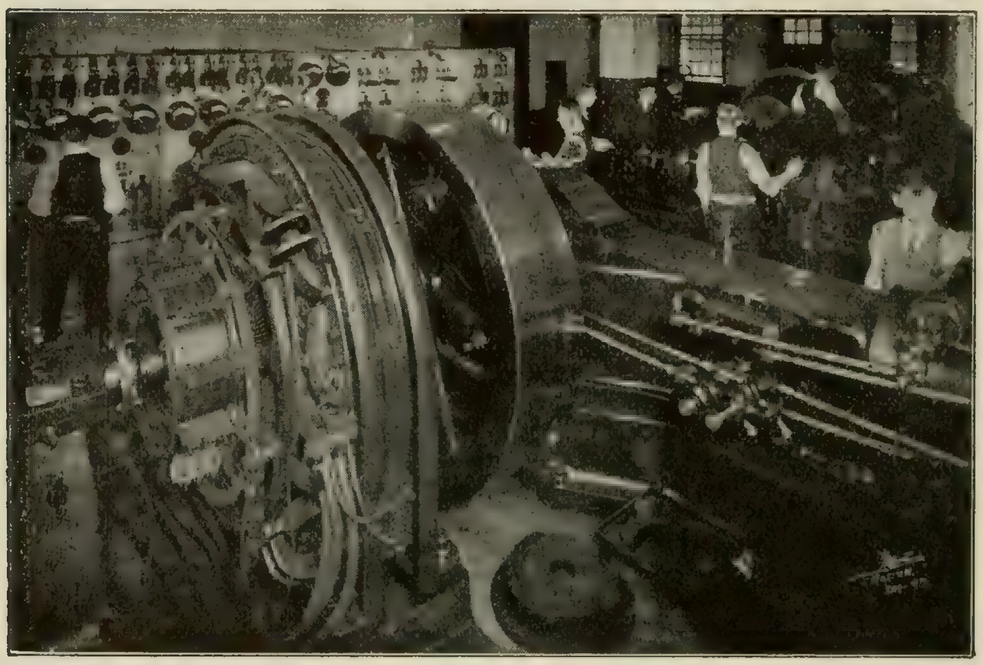
A.B. Bowdoin 1930 (Summa cum laude); Graduate work Harvard University A.M. 1931; Instructor, Department of Mathematics, Lincoln Institute, 1931-32; Graduate work Harvard University, 1931-32.

Elementary Engineering Mathematics

E. VICTORIA PETERSON, *Secretary*

MARGUERITE FRANCES JACKSON, *Recorder*

DOROTHY SPOONER, *Bookkeeper*



Test on Reciprocating Engine and Turbine

The Lobby

HISTORICAL STATEMENT OF NORTHEASTERN UNIVERSITY

THE incorporation of Northeastern University marked an important epoch in the history of one of the most useful educational institutions in America. The University is the realization of a well-defined ideal carefully worked out and persistently followed for many years.

The churches of America, early in their life and development, realized the necessity for higher education conducted under Christian auspices. As a result, there are scattered all over the United States colleges and universities which were established by the various religious denominations:—notable among these being the Methodist, Baptist, Roman Catholic, and Presbyterian institutions, including in New England among others such colleges and universities as Boston University, Boston College, Brown University and Tufts College.

It was natural, therefore, that when the Young Men's Christian Association was established in 1851 by young men representing the various religious denominations, there should have been undertaken evening educational courses for young men as an aid in their all-round development. It was not, however, until 1896 that the Association laid the foundations upon which Northeastern University has been built. At that time it became evident that adults desired a more thorough and complete educational opportunity than had thus far been available to them. Gradually the courses were increased in number, grouped into separate schools, and placed under the charge of full-time executives. Finally in 1916, the Young Men's Christian Association authorized as an essential step in the evolution of the institution the incorporation of Northeastern University. This incorporation gave to the University its charter, providing for its Board of Trustees and carrying with it by later enactment broad degree-granting powers.

The evening School of Law, established in 1898, was incorporated in 1904 with degree granting power. Founded in 1907, the evening School of Business, formerly known as the School of Commerce and Finance, confers the degrees of Bachelor and Master of Business Administration. The day School of Engineering was opened in 1909 and confers the Bachelor of Science degree. The day School of Business Administration was opened in 1922, and also grants the Bachelor of Science degree. The University opened in 1927 a new evening school known as the Lincoln Institute which includes the work in engineering fields formerly offered by the Northeastern Evening Polytechnic School, the latter having its beginnings in 1904. In 1931, as part of the Lincoln Schools group of Northeastern University, there was established the Lincoln School of Liberal Arts offering individual subjects of a cultural nature and a four-year junior college program leading to the degree of Associate in Arts. The Lincoln Preparatory School, formerly known as Northeastern Preparatory School, offers preparatory school work in the evening, leading especially to college admission. This School had its beginning in 1898. The Huntington Day School for Boys, one of the leading college preparatory schools in the country, was established in 1909 and is conducted under the auspices of the University.

HISTORICAL STATEMENT OF LINCOLN INSTITUTE

THE Lincoln Institute was established in 1927 by the Board of Governors of Northeastern University, whose action was the outcome of a desire to offer in the evening engineering training on a semi-professional level to employed men who were already working in the field of engineering or who desired to enter that field. Prior to this date there had been in existence since 1904, conducted by the University, the Evening Polytechnic School, which offered three-year courses in engineering. These courses formed the nucleus of the Lincoln Institute program. The courses were remodeled, lengthened and consequently improved, so that the training offered should ensure for students of reasonable ability both increased earnings and a greater satisfaction in the pursuit of their respective occupations.

In addition, provision was made so that students need not pursue a complete curriculum but could elect individual courses related to their present occupations, the only prerequisite of entry being ability to pursue the course with profit to themselves. Recognizing that they are providing for only a part of the large number of men and women who might wish training of various kinds, provision has also been made for additional work to be offered as the occasion arises and as the need for such additional work becomes manifest. At the present time there are four hundred students receiving instruction in the Lincoln Institute in the various branches of engineering, among whom are a few women who have discovered the need for technical training to achieve success in their present positions. At the present time work is offered in the following departments: Architectural, Civil, Electrical, Mechanical, Structural. Courses are also offered in Practical Aeronautics.

THE ENGINEERING PROFESSION

WHY STUDY ENGINEERING?

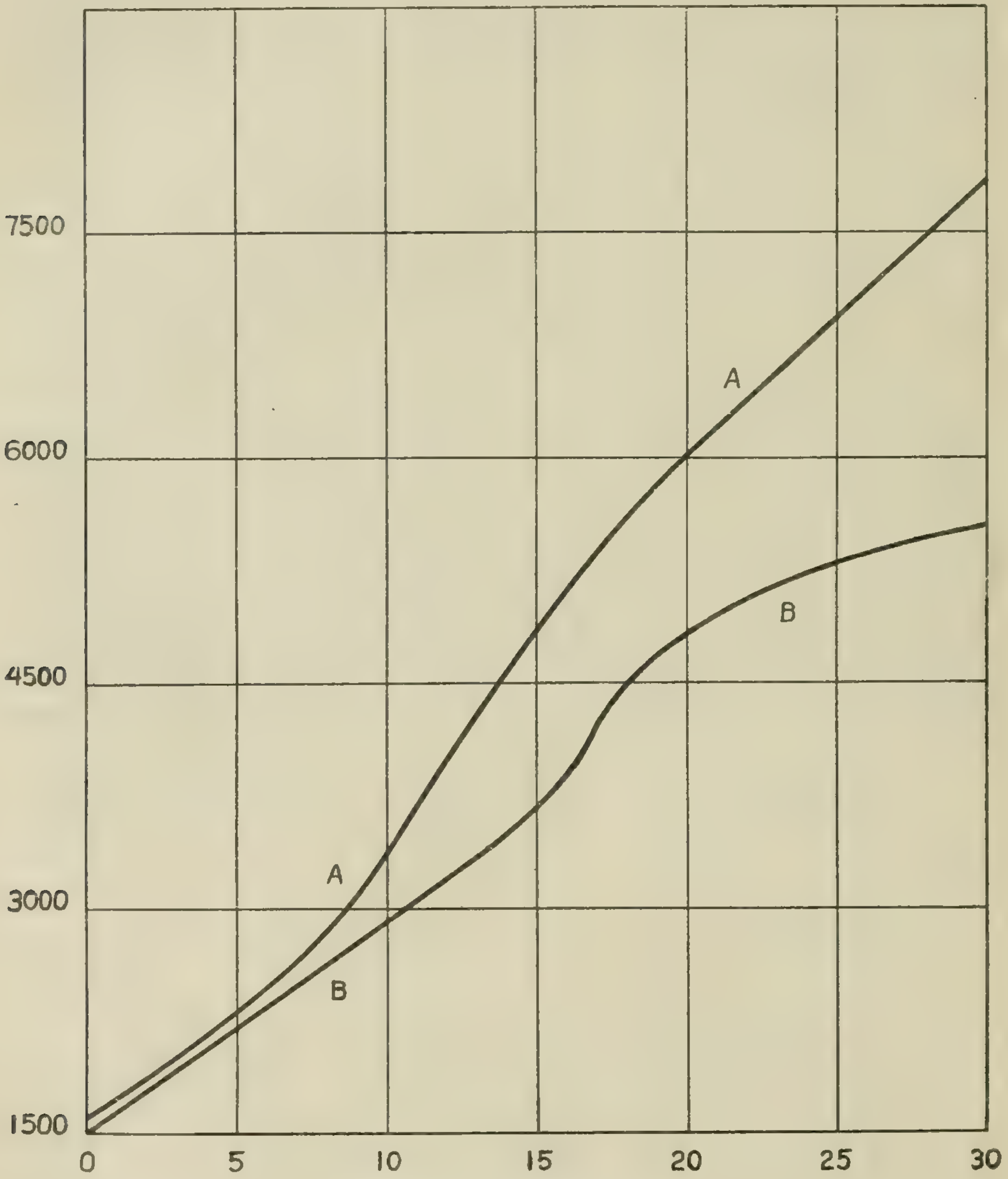
THE inventions of men like Bell, Marconi, Edison, Westinghouse, and Steinmetz again force us to revise our former views and adapt ourselves to changed conditions, as science and invention almost daily furnish us with new machines, new methods, new processes, and new sources and applications of power. The young man entering industry today has had little or no opportunity to become familiar with the manufacturing processes and manufacturing conditions, and is suddenly brought face to face, frequently bewildered, with a scheme of production so complicated that he cannot hope to succeed unless he secures technical training.

INDUSTRY NEEDS TRAINED MEN

More than 70% of the adult population of America (over 21 years of age) have not completed their education beyond the limits of the high school. As a result of this, education and technical training are bound to prove important factors in determining the success of an individual in industry. Business leaders are appreciating the lack of men with adequate technical training and are coming into closer touch with educational institutions and co-operating with them in order that the needs of industry may be best served. Already there are at present thousands of positions which are of such responsibility and importance that they should be filled by men with specific technical training, even by men with college training, whereas less than 2% of our population consists of college graduates. Competition is daily becoming keener, and it is obvious that advancement to the more responsible and better paid positions will be reserved for those who take advantage of the opportunities for education and technical training.

ENGINEERING OFFERS ADEQUATE FINANCIAL RETURNS

As the following diagram shows, many people aspire to equip themselves adequately. However, for a variety of reasons only few really succeed in gaining the training and education for which industry is willing to pay, so that in the long run the rewards for effort are reserved for those who have the courage and the determination and the vision to persevere to the completion of their training. The following table shows the earnings of engineering graduates as of June 1, 1924 and is derived from a survey made of 5,000 engineering graduates.



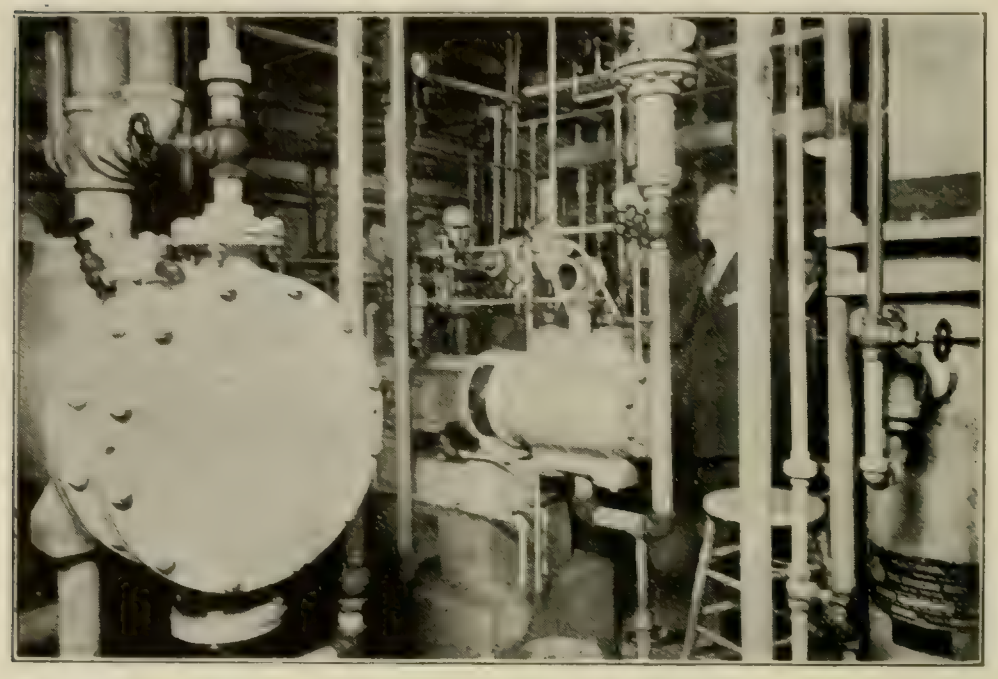
Years After Graduation
A — Earnings of Engineering Graduate.
B — Earnings of College Graduate.

OCCUPATIONS OF ENGINEERING SCHOOL GRADUATES

In addition, it is interesting to note that the recent survey by the Society of Promotion of Engineering Education indicated that of recent graduates 59% are in technical engineering, 11.5% are in research and teaching, 16.2% in sales and administrative work, and 12.7% in clerical, manual, and miscellaneous types of work. Of still further interest is the fact that there is a healthy progression through technical work toward the responsibilities of management and that engineering courses fit graduates to a satisfactory degree for the responsibilities of executive leadership. The following table gives more detailed information regarding the occupations of engineering graduates:

TYPES OF POSITIONS HELD BY RECENT GRADUATES AS OF JANUARY 1, 1925

	Number	Per Cent	
Construction	642	10.1	
Design	681	10.7	
Testing	662	10.4	
Estimating	577	8.9	
Drafting	519	8.2	
Operation and Maintenance	580	9.1	
Consulting Engineering	138	2.2	
			59.6
Research	482	7.7	
Teaching	238	3.8	
			11.5
Administration	605	9.5	
Sales	428	6.7	
			16.2
Clerical	338	5.3	
Manual	121	1.9	
			7.2
Others	351	5.5	
			5.5
			100.0



Test on Steam-driven Air Compressor

Regulation of an Alternator by the A. I. E. E. and Potier Methods

REPORT ON ENGINEERING EDUCATION

THE Society for the Promotion of Engineering Education in its investigation of Engineering Education issued a collateral report on Technical Institutes. This was published in 1931. The findings of this investigation are so important to schools and colleges, to men engaged in industry, and to the country as a whole that it is quoted extensively below. The extracts are taken from the Summary of Findings and Conclusions. The complete report may be found in the Boston Public Library.

FINDINGS AND CONCLUSIONS

1. American industry in practically all of its branches, is understaffed with men of scientific and technical education................ With the rapid shift toward higher standardization and automatic processes, the total force requirements tend to diminish, but there is a striking rise in the proportion of staff experts and of highly trained technicians and supervisors...............Industry must therefore look increasingly to technical schools rather than to its rank and file for its technical and supervisory personnel.

2. The situation in industry warrants a great expansion of technical education above the present level of the secondary schools............ To gain higher efficiency there should be a greater diversity of technical education to serve a wider variety of individual and industrial needs. To maintain but one type of schools and to ask it to meet all purposes is to invite blurring of aims and compromise of standards. The need is for schools having more definite purposes and more clearly visualized aims.

3. The present group of engineering colleges, numbering close to 150 and graduating about 9000 men each year, leave many of the needs of industry unprovided for. Engineering and sales staffs are fairly well recruited from this source; production, operating and maintenance staffs most inadequately................Manufacturing industries estimate the desirable quota of employes having approximately two years of training above the secondary level at from 6.0 to 8.3 per cent of their total forces. At present this potential demand is not more than one-fiftieth supplied and an output of from 25,000 to 30,000 graduates a year from technical institutes could be absorbed to great advantage..........

4. Graduates of the present technical institutes have shown positive adaptability to the requirements of industry in the following order: supervision in operating departments, plant operation and maintenance, getting on with workmen, technical services (drafting, designing, testing, inspection, etc.), team work with associates, cooperation with executives, construction and erection in the field, accepting plant hours and conditions, technical sales work. The three largest groups of technical institute graduates are supervisors, engineering personnel and proprietors of business, respectively. These graduates are somewhat more stable in their early employment than engineering college graduates.

The median earnings of the two groups, for equal age and experience show only a moderate margin in favor of the college men. Wherever the product of the technical institutes is known, the demand greatly exceeds the supply.

5. The technical institutes appear to cater more effectively than do the engineering colleges to young men who have previously passed through a period of industrial experience, to men who have a career plan definitely mapped, to men who have passed out of a state of book-mindedness, to men whose natural learning processes center in actual doing rather than formal study and to men who for financial or other reasons cannot devote four years or more (in a day school) to preparation for remunerative employment.

THE LINCOLN INSTITUTE

ENGINEERING TRAINING IN THE LINCOLN INSTITUTE

BECAUSE of its belief in the efficacy of technical institutes and its desire to furnish the maximum educational opportunities in technical training to students who would otherwise be deprived of those privileges, the Lincoln Institute, while not making any claim to offer a training equivalent to that offered by a day school of engineering or professing to turn out finished engineers, nevertheless offers an engineering training which is of marked value and which has the following outstanding features:

1. It aims to supply an increasing number of men who have been thoroughly trained in the fundamental theories of mathematics and the physical sciences, who can apply their knowledge to the independent solution of practical problems and to their everyday work, making intelligent use of their textbooks, manuals, and available literature.

2. The courses are conducted by experienced instructors who for the most part have had practical contact with the engineering profession.

3. Considerable stress is laid on the practical aspects of each course, and where possible practice is combined with theory. This procedure is simplified because of the practical training undergone by most of our faculty members.

4. All courses meet at convenient evening hours, usually three evenings a week for a full program, so that students may pursue this training without leaving their present occupation.

5. The fees charged are extremely moderate, and, being payable in instalments, are within the reach of most ambitious men.

6. The student body is drawn from men of widely varying ages and occupations.

7. Degree credit is given in the Northeastern University Evening School of Business for work completed in the Lincoln Institute.

The courses offered by the Lincoln Institute are particularly valuable to men engaged in engineering and allied occupations, especially to those who lack the training and experience for advancement to positions of greater responsibility. The courses are also adapted to those who are not at present engaged in engineering but who desire to enter that field. In addition, those who wish a specialized training in a phase of engineering may pursue individual courses without registering for the complete curriculum. At the present time the following Curricula are available: Architectural, Civil, Electrical, Mechanical, and Structural. Full particulars of each may be found on pages 28 to 32.

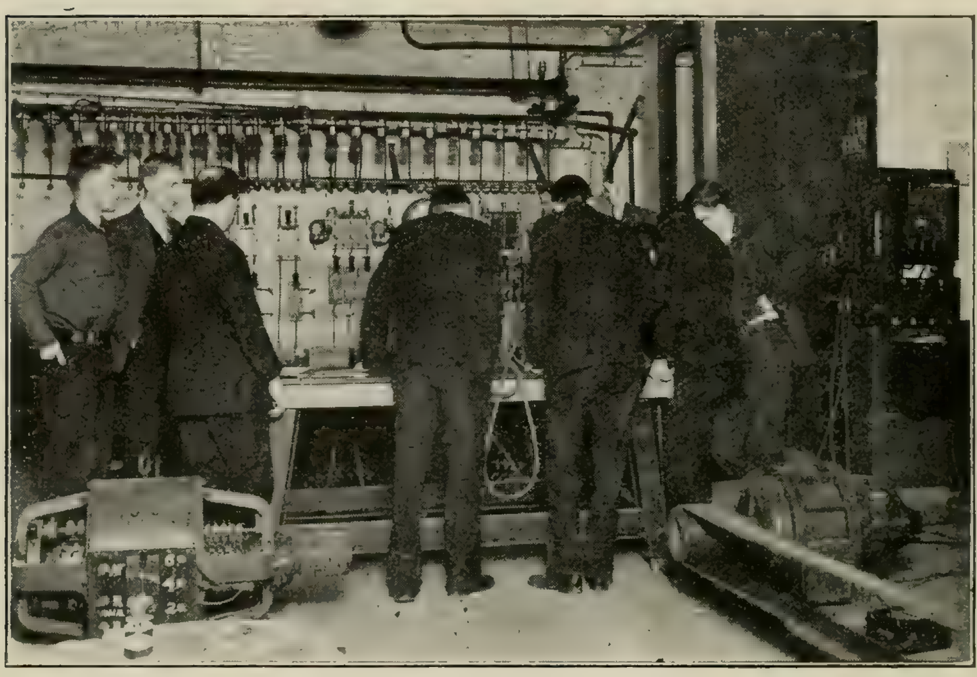
FACULTY

In an evening school it is particularly essential that none but men of wide experience and high ideals be appointed to the faculty. Accordingly the faculty of the Lincoln Institute has been very carefully chosen, all its members being graduates of the leading colleges and universities. They are men of culture and high ideals who are in sympathy with evening school students and understand their aims. They have had excellent training and wide experience in the subjects which they teach. Most of them have served with the institution for many years, and have a personal interest in its aims and its success. The average length of the teaching experience of faculty members is more than ten years. All of them are at present employed as instructors in colleges and universities in the vicinity of Boston, or are men prominent in executive positions in the industrial and commercial world.

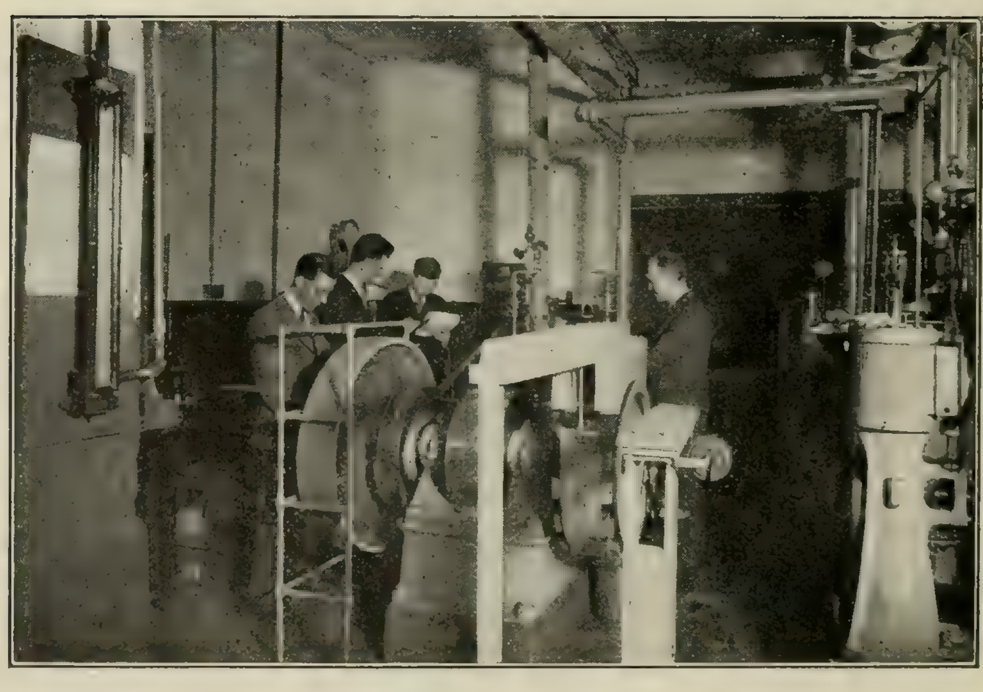
STUDENT BODY

The students of the Lincoln Institute are men of earnest purpose and firm endeavor who bring to bear on their work a thoroughness which augurs well for future success. Their ages last year ranged from 16 to 46, indicating that at almost all ages educational opportunities may be used for material advantage and to increase personal satisfaction in daily labor. Almost all the students are engaged in work during the day and many different occupations have their representatives in the student body, a fact which demonstrates that the school can be of service to men in many varied walks of life. A list of the various occupations of the students attending last year is given below and will prove interesting.

The following occupations are represented in the school body during the school year 1931-32.



Measured Regulation and Efficiency of a Synchronous Generator on a Non-inductive Load



Steam Engine Test

OCCUPATIONAL SURVEY

Clerks	42
Draftsmen	22
Machinists and Mechanics	20
Miscellaneous	29
Engineers	16
Factory workers	14
Electricians and Assistants	13
Chauffeurs	11
Carpenters	10
Engineering Aides	10
Salesmen	10
Inspectors	9
Rodmen	9
Contractors	6
Laborers	5
Metal Workers	5
Operators	5
Florists	5
Shippers and Packers	5
Timekeepers	5
Barbers	4
Bookkeepers	3
Foremen and Assistants	3
Linemen	3
Plumbers	3
Shipbuilders	3
Repairmen	2
Transitmen	2
Stockboys	2
Meter readers	2
Busboys	2
No occupation given	47

During the school year 1931-32 the following high schools were represented in the student body:

Abington High School	1
Abington, Penn. High School	1
Acadia Collegiate Academy	1
Attleboro High School	1
Belmont High School	1
Beverly High School	3
Boston Clerical School	1
Boston College High School	2
Boston Public Latin School	6
Boston Trade School	4
Bourne High School	3
Brighton High School	1
Brockton High School	6
Brookline High School	3
Caledonia High School	1
Cambridge High and Latin Sch.	5
Central Evening High School	1
Charlestown High School	4
Chelsea High School	4
Commerce (High School of)	7
Concord High School	2
Corinna Union Academy	1
Crosby High School, Belfast, Me.	2
Danvers High School	1
Dedham High School	1
Dennis High School	1
Dorchester High School	8
East Boston High School	6
English High School	19
Everett High School	9
General Electric App. School	1
Haverhill High School	1
Hingham High School	1
Hyde Park High School	1
Immaculate Conception	1
Jamaica Plain High School	1
Ketchikan High School, Alaska	1
Lawrence High School	3
Lawrence Evening High School	1
Lewis Junior High School	1
Lexington High School	2
Lincoln Preparatory School	2
Lisbon, Portugal	1
Lowell High School	2
Lynn Classical High School	7
Lynn English High School	10
Malden High Schools	6
Manchester High School	1
Manning High School	1
Mansfield High School	1
Mechanic Arts High School	26
Medford High School	5
Melrose High School	7
Medway High School	1
Milford High School	1
Milton High School	5
Mission Church High School	2
Montpelier Seminary, Vermont	1
Morrell, P. E. I.	1
Natick High School	1
Newport High School	1
New Rochelle, New York	1
Newton High School	3
North High, Worcester	1
Nuernberg, Germany	1
Oliver Ames High School	1
Peabody High School	1
Philippine Islands High School	1
Pui Ching Academy	1
Plymouth High School	1
Quincy High School	12
Revere High School	10

Richford High School	1
Rindge Tech. School	5
Rockland High School	1
Roxbury Memorial	3
Russia	1
Sacred Heart High School	1
St. John's High Sch., Washington	1
Salem High School	2
Saugus High School	3
Scituate High School	1
Searles High School	1
Sharon High School	1
South Boston High School	3
Somerville High School	12
Staunton Military Academy	1
Stoneham High School	1
Stonington High School, Maine	1
Taunton High School	1
Wakefield High School	1
Waltham High School	3
Watertown High School	5
Wayland High School	2
Wellesley High School	3
Wells High School, Maine	1
West Warwick High School	1
Weymouth High School	2
Winchester High School	3
Windsor Academy	1
Winthrop High School	1
Woburn High School	2
Worcester Trade School	1
Worcester Academy	1
Not listed	24

The following list of towns indicates the area from which the students of the school year 1931-32 came.

Geographical Distribution of Students

Abington	1
Allston	6
Atlantic	3
Attleboro	3
Belmont	3
Beverly	3
Boston	30
Brighton	4
Brockton	6
Brookline	9
Cambridge	18
Carlisle	1
Charlestown	4
Chelsea	5
Concord	1
Dedham	1
Danvers	1
Dorchester	23
East Braintree	1
East Lynn	1
Everett	9
Forest Hills	2
Framingham	2
Halifax	1
Haverhill	1
Ipswich	1
Jamaica Plain	2
Lawrence	4
Lexington	1
Lincoln	1
Lowell	1
Lynn	19
Malden	7
Mansfield	2
Mattapan	1
Medford	7
Melrose	6
Melrose Hlds.	3
Methuen	2
Milton	6
Natick	1
Needham	2
New Bedford	1
Newton Hlds.	1
Newton	2
Newton Upper Falls	1
Newtonville	1
North Easton	2
North Quincy	1
North Scituate	1
Norwood	1
Peabody	1
Quincy	14
Pocasset	2
Revere	9
Rockland	2
Roslindale	11
Roxbury	14
Salem	3
Saugus	1
Saylesville, R. I.	1
Sharon	1
Somerville	11
South Boston	7
South Weymouth	1
Walpole	1
Waltham	4
Watertown	6
Wayland	2
Wellesley	2
Wellesley Lower Falls	1
West Concord	1
West Medford	1
West Newton	1

Weymouth	1	Winthrop	3
Wilmington	1	Woburn	2
Winchester	3	Wollaston	3

ALUMNI

The alumni of the school bear excellent witness to the work of the school. A recent analysis of our graduates shows that nearly all of them have materially advanced themselves, and written evidence shows that in almost every case the advancement has been due to the specific training received in this school. The alumni have demonstrated their interest in many ways and have markedly shown their appreciation of the work of the school. Many prominent firms, some of whom are listed below, have our alumni in important positions, and certain cases may be cited where our graduates now operate substantial businesses of their own or are partners in excellent firms.

Some Firms Employing Lincoln Institute Graduates

MacDonald Bros., Inc.
Merrimac Chemical, Inc.
City of Melrose
Boston & Maine R. R.
Worcester Suburban Elec. Co.
General Electric Co.
County of Middlesex
Lever Bros. Co.
Hunt-Spiller Manufacturing Corp.
Edison Electric Illuminating Co. of Boston
Tubular Rivet & Stud Co.
Fore River Shipbuilding Corp.
Keystone Mfg. Co.
Liberty Mutual Ins. Co.
Boston Elevated Railway Co.
Dept. Pub. Works (Mass.) Div. of Highways
New England Tel. & Tel. Co.
Eastern Mass. St. Ry. Co.
Stone & Webster Engineering Corp.
United Drug Co.
Commonwealth of Massachusetts.
N. Y., N. H. & H. R. R.
Kittredge Bridge Co.
Hood Rubber Co.
Western Electric Co.
Hygrade Lamp Co.

INFORMATION REGARDING ADMISSION

REQUIREMENTS FOR ADMISSION

THE Lincoln Institute bases its admission requirements on the student's ability to pursue satisfactorily the courses applied for. Candidates who apply for admission should have completed a course in Algebra to Quadratics and Plane Geometry, or otherwise have acquired a good working knowledge of these subjects. In cases where prospective students have not completed courses in Algebra and Geometry a special course is available, particulars of which will be furnished on request.

LATE REGISTRATION

Students should avoid late registration. It is of fundamental importance that they be present at the first class sessions if they are to be successful in their studies for the year. Those who find it necessary to register late may be permitted to enter the school provided that they have not lost so much work as to render it unlikely that they will succeed in their courses.

TUITION AND OTHER CHARGES

Matriculation Fee. A Matriculation Fee of $5 is payable by each student on his initial entrance to the school. This fee is not returnable.

Tuition Fees. The tuition charge for a student who is carrying a full program in one of the regular curricula is $90 a year, along with the customary laboratory charges. The fees are payable in four installments, as follows: $25 on entering the school, $25 on the Monday of the ninth school week, $20 on the Monday of the sixteenth school week, and $20 on the Monday of the twenty-third school week. In cases where students are not carrying a full program the tuition fees are payable as follows:

(a) If the total charges are $60 or more, two-fifths will be paid on the first payment date and one-fifth on each of the other dates.

(b) If the total charges are less than $60, two-fifths will be paid on the first two payment dates and one-fifth on the third payment date.

To accommodate students who would of necessity be denied formal education if required to make the tuition payments in full on the dates specified above, a deferred payment privilege is available, particulars of which are given on page 24.

No deduction from tuition fees is made because of late enrollment.

The school endeavors to mail bills to students ten days in advance of the payment date and also issues announcements in class to the effect that a payment date is falling due. In those cases where students have not received bills, they should intimate the fact to the school office. Students are reminded that the non-receipt of a bill does not exempt them from the responsibility of meeting their payments on the dates assigned and that failure to do so will involve the student in the payment of the late payment fee.

Charges for Partial Attendance. In the event of a student's complete withdrawal from school, he is charged on a *pro rata* basis for the weeks he has attended. This charge is 8% of his total tuition charges in the case of a half course and 4% of his total charges in the case of a full course for each week of attendance up to the date of his withdrawal from school. In the event that a student abandons part of his program, he is charged on the above basis for each week of attendance in the course or courses from which he is withdrawing.

Late Payment Fee. In those cases where a student does not meet the payment due on the date specified in the calendar, a late payment fee of $2.00 is charged.

Laboratory Fees. All students taking courses which require laboratory work are charged laboratory fees in accordance with the following rates:

Direct Currents Laboratory	$5.00
Alternating Currents Laboratory	5.00
Inorganic Chemistry Laboratory	10.00

Special Examination Fees. The fee for each special examination for advanced standing, for conditioned students, or for students who have for justifiable cause omitted to take the regularly scheduled examinations is $3. For a special examination irregularly scheduled the examination fee is $5. In those cases where students have omitted to take a quiz with justifiable cause, an examination fee of $1 will be charged for the make-up quiz. In each case the fee must be paid before the examination is taken.

Charges for Damages. Students who damage apparatus in the laboratories or who willfully destroy school property will be responsible for the replacement of such damaged articles or for the cost of replacement where this is undertaken by the school.

Diploma Fee. On completing the curricular requirements for a diploma the student is expected to pay the diploma fee of $10. This fee must be paid by May 15th in the year of the student's graduation.

The tuition fees for individual and special courses will be found on page 27.

DEFERRED PAYMENT AGREEMENTS

The deferred payment privilege is available to worthy students who are unable to meet their financial obligations on the regular payment dates. This plan enables a student to pay a deferred payment fee of $2 at the time that he defers his tuition payments and permits him to make subsequent payments in accordance with a plan determined by consultation between him and an officer of the school.

The officers of administration believe that students who avail themselves of the deferred payment privilege should abide religiously by the terms of their agreement, and in those cases of failure to make the payments agreed upon, impose the late payment fee applicable in all cases where payments are not made on the date due.

In the event that a student does not abide by the terms of his deferred payment agreement, the agreement is automatically cancelled, and the balance of the tuition fees immediately becomes due.

If the Committee of Administration decides to grant a student the opportunity to make another deferred payment agreement, an additional charge of $2 is made for the new agreement.

WITHDRAWALS AND REFUNDS

Students who are forced to withdraw from a course or from the school are expected to notify the school office by completing the withdrawal blank which will be furnished.

Since the school assumes the obligation of carrying the student throughout the year for which he registers, and since the instruction and accommodation are provided on a yearly basis, the Executive Council of the University has ruled as follows:

A. Application for refunds must be presented within forty-five days after withdrawals from school.

B. Refund in the case of complete withdrawal from school will be granted by the Committee on Withdrawals for reasons which they deem adequate. Among the reasons deemed adequate are the following:
   (a) Personal illness.
   (b) Change of employment by direction of employer whether in the schedule of time or in place of employment.
   (c) The situation where the student becomes the sole or partial support of the family so as to make it impossible for him to continue his studies.
   (d) Loss of position.
   (e) Change of residence.
   (f) A voluntary change of employment, the hours or the residence being such that he is unable to continue attendance.

In all the above cases it is expected that a medical certificate, letter from employer or other appropriate substantiating documentary evidence will be produced by the student.

GENERAL INFORMATION

The Department of Engineering has developed out of the Northeastern Evening Polytechnic School and offers four-year courses in the following fields: Civil, Electrical, Mechanical, Structural, and Architectural Engineering. There is also offered a one-year course in Practical Aeronautics. On the satisfactory completion of these courses the diploma of Graduate in Engineering is awarded. All these courses are of strictly college grade. In those cases where students are unable, because of circumstances, to carry all of the work prescribed in any year, an extension of time will be granted by the Director, who will determine which subjects shall be excluded, and also the order in which the omitted subjects shall later be studied. By satisfactorily completing an additional special curriculum in the Evening School of Business, Northeastern University, the student is eligible for the degree of Bachelor of Business Administration. (See page 34.)

CURRICULA

The work carried on in the regular curricula in Engineering assumes that the entering student has had previous training in Elementary Algebra to Quadratics and Plane Geometry, and has a good foundation in English.

Schedules of the various curricula are given on the following pages. The work of the first year is practically the same for all curricula.

When a student elects a curriculum he is expected to complete all the subjects in that curriculum in order to receive a diploma, unless he has the permission of the Director to drop or omit certain subjects and substitute others for those omitted.

All classes begin at 7 P. M. and close at 9 P. M.

METHODS OF INSTRUCTION

Instruction is given by means of lectures, recitations, laboratory work, and practical work in the drawing rooms. Great value is set upon the educational effect of these exercises, which constitute the foundation of each of the courses. Oral and written examinations are held at the discretion of the instructors.

SUBJECTS OF INSTRUCTION

In the following pages will be found a detailed statement of the scope of the subjects offered in the various courses. The subjects are numbered, or numbered and lettered, for convenience of reference in consulting the various curriculum schedules.

Required courses, and those prerequisite thereto, must have been successfully pursued before any advanced course may be taken. The student must have become proficient in all the elementary subjects before undertaking advanced work.

By careful consideration of the curriculum schedules, in connection with the description of subjects, the applicant for a special course may select. for the earlier part of that course, such subjects as will enable him to pursue later those more advanced subjects which he may particularly desire.

The topics included in the list which follows are subject to change at any time by action of the school authorities.

LIST OF INDIVIDUAL SUBJECTS

No.	*Subject*	*Hours per Year*	*Fee*
1.	Aeronautics, Elementary	30	$35.00
2.	Aeronautics, Advanced	30	40.00
3.	Alternating Currents Circuits	30	15.00
4.	Alternating Currents, Machinery	60	30.00
5.	Alternating Currents, Laboratory	60	30.00
6a.	Analytical Geometry	30	15.00
7.	Applied Mechanics	60	30.00
8.	Architectural Design	60	30.00
9.	Architectural Design, Advanced	60	30.00
10.	Architectural Drawing	60	30.00
6b.	Calculus	30	15.00
11.	Chemistry (Inorganic) including laboratory fee	60	40.00
*12.	Concrete	30	15.00
*13.	Concrete Design	30	15.00
14.	Direct Currents, Machinery	30	15.00
15.	Direct Currents, Laboratory	60	30.00
16.	Economics for Engineers	60	30.00
17.	Elementary Engineering Drawing	60	30.00
18.	Elementary Engineering Mathematics	60	30.00
*19.	Heat Engineering	60	30.00
20.	Highway Engineering	30	15.00
21.	Hydraulics	30	15.00
22.	Machine Design	60	30.00
23.	Machine Drawing	60	30.00
24.	Materials and Foundations	30	15.00
25.	Mechanism	30	15.00
26.	Practical Physics	60	30.00
27.	Railroad Engineering	60	30.00
28.	Strength of Materials	60	30.00
29.	Structural Design	60	30.00
30.	Structural Drawing	60	30.00
31.	Surveying	60	30.00
32.	Theory of Structures	60	30.00

*Not offered 1932-33.

ARCHITECTURAL ENGINEERING

ARCHITECTURAL Engineering is a profession which requires not only an intimate knowledge of the properties of steel, concrete, masonry, timber, and all of the other materials which enter into the structure of the building, but an acquaintance with the various styles of architecture as developed in previous civilizations, as well as the tendencies of modern practice, in order that these materials may be used and harmonize with the design of the building.

The course in Architectural Engineering undertakes to furnish the fundamental training necessary to start the student in his career. It prepares for the individual practice of Architecture, or for the supervision of construction. This curriculum will be of value to those who at present occupy minor positions in the Architectural profession, and it is also possible for a student who plans to obtain employment in an Architect's office to receive in his early training sufficient preparation for such work. He may then advance by combining theory with practice.

First Year

First Semester	*Second Semester*
Elementary Engineering Mathematics	Elementary Engineering Mathematics
Elementary Engineering Drawing	Elementary Engineering Drawing
Practical Physics	Practical Physics

Second Year

Advanced Mathematics	Advanced Mathematics
Architectural Drawing	Architectural Drawing
Applied Mechanics	Applied Mechanics

Third Year

Strength of Materials	Strength of Materials
Architectural Design	Architectural Design
Materials and Foundations	Hydraulics

Fourth Year

Advanced Architectural Design	Advanced Architectural Design
Theory of Structures	Theory of Structures
Economics for Engineers	Economics for Engineers

Instruction usually lasts over a period of four years during the school year of thirty weeks, classes meeting usually between 7 and 9, three evenings a week.

CIVIL ENGINEERING

THE purpose of this curriculum is to give the student an education in those subjects which form the basis of all branches of technical education, and a special training in those subjects comprised under the term "Civil Engineering." It is designed to give the student sound training, *both theoretical and practical,* in the sciences upon which professional practice is based.

Civil Engineering covers such a broad field that no one can become expert in its whole extent. It includes Topographical Engineering, Municipal Engineering, and Railroad Engineering. It covers land surveying, and construction of sewers, water works, roads and streets. All these branches of Engineering rest, however, upon a relatively compact body of principles. The students are trained by practice in the classroom and drawing-room, and, in addition are familiarized with the equipment used in Civil Engineering.

The curriculum is designed to prepare the Engineer to take up the work of assisting in the location and construction of steam and electric railways, sewerage, and water-supply systems.

First Year

First Semester	*Second Semester*
Elementary Engineering Mathematics	Elementary Engineering Mathematics
Elementary Engineering Drawing	Elementary Engineering Drawing
Practical Physics	Practical Physics

Second Year

Advanced Mathematics	Advanced Mathematics
Surveying	Surveying
Applied Mechanics	Applied Mechanics

Third Year

Strength of Materials	Strength of Materials
Railroad Engineering	Railroad Engineering
Highway Engineering	Hydraulics

Fourth Year

Materials and Foundations	Concrete
Theory of Structures	Theory of Structures
Economics for Engineers	Economics for Engineers

Instruction usually lasts over a period of four years during the school year of thirty weeks, classes meeting usually between 7 and 9, three evenings a week.

ELECTRICAL ENGINEERING

THE applications of electricity have developed rapidly in recent years, and students are required to have a good working knowledge of Mathematics and Physics. It is essential that students planning to take this course should realize the fundamental necessity of obtaining a solid foundation in these subjects.

The instruction has been carefully balanced between recitations, lectures, home work, reports, and laboratory tests in order to develop in the student the power of perception, of rational thinking, and of applying theoretical principles to practical problems.

It is not the purpose of the curriculum to attempt the impossible—to turn out fully trained engineers in any of the various branches of the science. It is designed to lay a thorough foundation for future progress along the lines of work which may particularly appeal to the individual, and give him an adequate working acquaintance with the essential principles which underlie each of the more specialized branches of professional activity. *Parallel with the theoretical work runs a carefully planned course of laboratory work which is intended to develop the student's powers of planning work for himself.*

First Year

First Semester	*Second Semester*
Elementary Engineering Mathematics	Elementary Engineering Mathematics
Elementary Engineering Drawing	Elementary Engineering Drawing
Practical Physics	Practical Physics

Second Year

Advanced Mathematics	Advanced Mathematics
Direct Currents Machinery	Alternating Currents Machinery
Electrical Laboratory	Electrical Laboratory

Third Year

Applied Mechanics	Applied Mechanics
Alternating Currents Machinery	Alternating Currents Machinery
Electrical Laboratory	Electrical Laboratory

Fourth Year

Heat Engineering	Heat Engineering
Advanced Electrical Laboratory	Advanced Electrical Laboratory
Economics for Engineers	Economics for Engineers

Instruction usually lasts over a period of four years during the school year of thirty weeks, classes meeting usually between 7 and 9, three evenings a week.

MECHANICAL ENGINEERING

THIS curriculum is designed to give a foundation in those fundamental subjects which form the basis for all professional engineering practice, and especially to equip the engineer with a knowledge of the various phases of Mechanical Engineering. The course embraces instruction by textbook, lecture, drawing-room and laboratory.

All the mathematics required in the designing of machinery is given during the first two years so as to prepare for the designing and engineering courses given during the third and fourth years. The sequence of subjects from those of an elementary nature to Heat Engineering, Machine Design, etc., is arranged so that the student may have a complete understanding of the advanced courses.

The curriculum gives the student a good theoretical training, and meanwhile devotes sufficient time to the practical work, so that he may become a proficient engineer, both in theory and practice, in the various branches of Mechanical Engineering.

First Year

First Semester	*Second Semester*
Elementary Engineering Mathematics	Elementary Engineering Mathematics
Elementary Engineering Drawing	Elementary Engineering Drawing
Practical Physics	Practical Physics

Second Year

Advanced Mathematics	Advanced Mathematics
Machine Drawing	Machine Drawing
Applied Mechanics	Applied Mechanics

Third Year

Strength of Materials	Strength of Materials
Mechanism	Machine Design
Materials and Foundations	Hydraulics

Fourth Year

Heat Engineering	Heat Engineering
Advanced Machine Design	Concrete
Economics for Engineers	Economics for Engineers

Instruction usually lasts over a period of four years during the school year of thirty weeks, classes meeting usually between 7 and 9, three evenings a week.

STRUCTURAL ENGINEERING

THE purpose of this curriculum is to give the student a special training in those subjects included in the term "Structural Engineering." It is designed to give the student sound and thorough training, both theoretical and practical, in the science on which professional practice is based.

Structural Engineering covers such a broad field that no one can become expert in its whole extent. It includes the design and construction of girders, columns, roofs, trusses, arches, bridges, buildings, walks, dams, foundations, and all fixed structures and movable bridges. It includes a knowledge of the relative merits of the design and construction of buildings, bridges and structures composed of different materials used by the engineer, such as concrete, reinforced concrete, timber, cast iron, and steel.

The curriculum is so arranged as to prepare the engineer to take up the work of assisting in the design and construction of structures; to undertake intelligently supervision of erection work in the field; and general contracting.

First Year

First Semester	*Second Semester*
Elementary Engineering Mathematics	Elementary Engineering Mathematics
Elementary Engineering Drawing	Elementary Engineering Drawing
Practical Physics	Practical Physics

Second Year

Advanced Mathematics	Advanced Mathematics
Structural Drawing	Structural Drawing
Applied Mechanics	Applied Mechanics

Third Year

Strength of Materials	Strength of Materials
Structural Design	Structural Design
Materials and Foundations	Hydraulics

Fourth Year

Theory of Structures	Theory of Structures
Advanced Structural Design	Concrete
Economics for Engineers	Economics for Engineers

Instruction usually lasts over a period of four years during the school year of thirty weeks, classes meeting usually between 7 and 9, three evenings a week.

AERONAUTICS

THE Lincoln Institute offers two courses planned to prepare the student for the Department of Commerce examinations required of pilots and mechanics. These courses emphasize the practical aspects of aviation rather than the highly technical phases.

First Semester	*Second Semester*
Elementary Aeronautics	Advanced Aeronautics

CHEMISTRY

THE growth within the last few years of the Chemical industry in this country has created a new interest in the science of Chemistry. An increasing demand for Chemists who possess a comprehensive and intimate knowledge of the general and special fields of the science is felt more and more keenly. The Chemist should be thoroughly trained in the methods of research in order that he may improve the old and initiate new methods of production.

The objective of this course is to give the student a thorough knowledge of Inorganic Chemistry with particular emphasis upon those topics which are necessary for a proper understanding of other branches of chemistry.

First Semester	*Second Semester*
Inorganic Chemistry, Lectures	Inorganic Chemistry, Laboratory
Inorganic Chemistry, Laboratory	Inorganic Chemistry, Lectures

DEGREE PROGRAM FOR LINCOLN INSTITUTE GRADUATES

GRADUATES of the Lincoln Institute who desire to supplement their technical training with training in the field of business may qualify for the Bachelor of Business Administration degree in Northeastern University, School of Business, by continuing their study in that School.

A total of 100 semester hours are required for the B.B.A. degree, of which 72 hours are required to be completed in class room work, 4 hours for a thesis, and 24 hours for a business, technical, or professional experience.

Graduates of the Lincoln Institute are given 40 semester hours' credit for courses completed in the Institute. The remaining 32 semester hours of class work, plus the thesis and the credit for business, technical, or professional experience must be completed in the School of Business. This work may be completed in three years' time by attending classes three evenings a week throughout the year.

The following are the courses required of all Lincoln Institute graduates who wish to secure the B.B.A. degree:

Fundamentals of Business	4 hours
Marketing Methods	4
Business Economics	4
Financial Organization and Management	4
Accounting for Executives	4
Business Statistics and Forecasting	4
Industrial Management	2
Management Problems	2
Business Policies	4
Total	32 hours
Thesis	4
Business, technical, and professional experience	24
	60 hours
Credit for Lincoln Institute courses	40
Grand total	100 hours

Graduates of the Lincoln Institute must meet the admission requirements of the School of Business, and are subject to all regulations of the School.

Students who wish to obtain the degree of B.B.A. but who do not wish to graduate from the complete Lincoln Institute program may arrange a special six-year course which would enable them to omit certain engineering subjects from their programs, replacing these by subjects of a business nature. Students who have this plan in mind should interview the Dean of the School of Business by appointment.

DESCRIPTION OF COURSES

The Lincoln Institute reserves the right to advance requirements regarding admission, to change the arrangement of courses, the requirements for graduation, tuition fees, and other regulations affecting the student body. Such regulations will affect old and new students.

1. **Aeronautics, Elementary.** An introductory course dealing with theory of flight, airplane design and construction, engine principles and operation, inspection and maintenance, meteorology and weather, elements of aerial navigation, and state and federal regulations.

2. **Aeronautics, Advanced.** A course for students who have completed Elementary Aeronautics or its equivalent. One-half of the course will be devoted to advanced instruction in airplane engines, meteorology, and navigation. The other half will be made up of practical shop work including inspection, overhaul, maintenance and repair under licensed mechanics. This course is especially for those preparing to take the written examinations for transport pilot's and mechanic's licenses.

3. **Alternating Currents Circuits.** (*Prerequisite, Courses* 26 and 14)
This course is intended for students who have completed a course in the theory of elementary direct-circuit electricity, and direct-current machinery. It is devoted to the development of the fundamental laws of alternating current and alternating current circuits, and the application of these laws to alternating-current measurements and polyphase circuits. The theory of complex quantities is used to facilitate the solving of many extremely difficult problems.
Text: Dawes's Electrical Engineering, Volume II.

4. **Alternating Currents, Machinery.** (*Prerequisite, Course* 14)
A course of lectures, recitations, and problems dealing with the construction, theory, operating characteristics, and testing of the various types of alternating current machinery. The subjects embraced by this course are transformers, synchronous generators, synchronous motors, parallel operation of alternators, synchronous convertors, polyphase induction motors, induction generators, single-phase induction motors, and commutating alternating current motors.
Text: Dawes's Electrical Engineering, Vol. II.

5. **Alternating Currents, Laboratory.** (*Prerequisite, Course* 14)
This course in connection with the corresponding class-room work in alternating currents, and the experiments performed are related to that work.
Since the work is considerably more complex and difficult, it is even more necessary that the student have adequate preparation, and he must either take Course 1 concurrently (or have already taken it), or pass a satisfactory examination upon the entire subject matter.

6. **Advanced Mathematics.**
(a) Analytical Geometry. (*Prerequisite, Course* 18)
In this course instruction is given by lectures and recitations in the following subjects: plotting of functions, interpolation, the straight line, the conic sections, curves represented by various equations of common occurrence in engineering, graphic solution of equations, determination of laws from the data of experiments, simplification of formulas. The plotting and analysis of charts in order to determine empirical formulas is an important part of the course.
Text: Wilson-Tracy's Analytical Geometry.
(b) Calculus. (*Prerequisite, Course* 18)
This course is taken by all regular engineering students throughout the second semester of the second year. Instruction is given by lectures and recitations in the following subjects: rate of change, differentiation, maximum and minimum, integration, definite integrals, with application to the determination of area, volume, center of

gravity, and moment of inertia. Problems are assigned to illustrate the use of all formulas studied in class.

Text: Passano's Calculus and Graphs.

7. Applied Mechanics. (*Prerequisite, Course* 26)

A course of lectures and recitations comprising a study of the general methods and application of statics to structures in equilibrium, including collinear, concurrent, parallel, and nonconcurrent force systems in a plane and in space; centroids, and moment of inertia. Considerable time is devoted to tension and compression in frames, the computations of the reactions, the method of joints, and the manner of distinguishing members containing bending stresses. Vector diagrams are drawn to show the principles of graphical methods. Problems are used and assigned continuouly to illustrate the underlying facts of the subject.

Text: Poorman's Applied Mechanics.

8. Architectural Design. (*Prerequisite, Course* 10)

An elementary course intending to familiarize the student with the Orders of Architecture, that he may learn to distinguish the best proportions of the various styles of design, and develop his taste for the best work. An analytique problem of a classic doorway is drawn and rendered, as well as original designs embracing various architectural problems, chosen to stimulate the students' knowledge and imagination in applying the fundamentals. A Gothic window is analyzed and drawn at large scale. In connection with this course the instructor will outline a course of reading in Architectural History supplemented with lectures on the subject.

Text: Turner's Fundamentals of Architectural Design.
Hamlin's History of Architecture.

9. Architectural Design, Advanced. (*Prerequisite, Course* 8)

The design of various architectural problems of a more elaborate and complicated nature than Architectural Design. Plans, elevations, and sections will be drawn and rendered in wash.

Text: Turner's Fundamentals of Architectural Design.
Hamlin's History of Architecture.

10. Architectural Drawing. (*Prerequisite, Course* 17)

This course deals with the fundamentals of masonry construction. Plans, elevations, and sections of a small library building of second class construction are drawn and traced, special emphasis being laid upon the technic of the work, in anticipation of the student obtaining a position in an Architect's office during the day. Proper sizes of doors and windows are studied, as well as the lay-out of stairs, the construction of fire-places, cornices, etc.

Text: Turner's fundamentals of Architectural Design.
Hamlin's History of Architecture.

11. Inorganic Chemistry. (*Preparation* 18)

A course of experimental lectures on the fundamental laws and principles of inorganic chemistry. Emphasis is placed on the study of elements, compounds, and theories, which form a basis for more advanced courses in chemistry. Problems of a physio-chemical nature involving the gas laws, application of Avogadro's Hypothesis, the law of definite proportion, electrolytic dissociation, the law of mass action, and other principles are assigned and discussed in class. Principles of physics which are important for this course are to a certain extent given consideration.

By having the student perform a number of selected experiments it is desired to develop in him a spirit of initiative, self-reliance, and research. In doing this work it is important that he observe what happens; consider why it happens; and predict the action of similar substances. The laboratory course is run in conjunction with the lectures, and experiments which verify principles discussed in class are included. It is hoped that in doing the various experiments, including the preparation of elements and compounds such as oxygen, hydrogen, the halogens, hydrochloric acid, copper sulphate, etc., the student will cultivate a scientific attitude and habit of thought. Neat and satisfactory notes are considered an essential part of the course.

12. Concrete and Reinforced Concrete. (*Prerequisite, Course* 7)
A consideration of the theoretical and practical principles involved in the design of concrete and reinforced concrete structures. The following subjects are thoroughly discussed: the design and capacity of existing single reinforced rectangular beams, double reinforced rectangular beams, and "T" beams; the fundamental principles underlying diagonal tension and bond stress; column design and methods of determining stresses in existing columns; the origin of curves and tables and their uses. Problems involving the above types of sections, first by the transformed area method and later by curves and tables, are done by the students.
Text: Hool's Reinforced Concrete, Volume I.

13. Concrete Design (Structural Reinforced). (*Prerequisite, Course* 12)
Classroom discussion and home lesson problems of the following subjects are covered: gravity wall, reinforced concrete cantilever retaining wall, retaining wall with counterfortes, railroad abutment, footing design, a bay of a building, a highway bridge slab, and flat slabs. A general discussion of the theoretical and practical methods used in designing indeterminate structures involving slope deflection and method of least work, followed by a culvert design. Students are required to detail the steel in their home lesson problems.

14. Direct Currents, Machinery. (*Prerequisite, Course* 26)
This course of lectures, recitations, and problems deals with the subject of electrical phenomena in general, and then goes on to apply these principles to the direct current motor and generator, the greater stress being laid upon the operating characteristics of the various appliances dealt with. The course closes with some consideration of the three-wire system of distribution and calculation of voltage drops leading to the proper arrangement and sizes of feeders and mains.
Text: Dawes's Electrical Engineering, Vol. I.

15. Direct Currents, Laboratory. (*Prerequisite, Course* 26)
This course is not to be taken by a student who is not at the same time taking, or who has not previously taken, Course 14. The experiments given herein are intended to supplement and illustrate that course as well as give the students an understanding of the principal methods of electrical testing. For each experiment he performs the student is required to furnish a complete report, including theory, method of procedure, numerical results, and conclusions drawn.

16. Economics for Engineers. This course is designed to present a factual basis for a practical understanding of the economic life of which every engineer is inescapably a part. It directs its emphasis towards the engineering aspects of committee theory and business activity. The following are among the topics dealt with: Evolution of Modern Industry, Business Units, the Financial Structure, Prices, Wages and Salaries, Labor Relations, Management and Profit, Investments Price Trends, Cyclical Fluctuations and Business Uncertainties.
Text: Bowers and Rowntree's Economics for Engineers.

17. Elementary Engineering Drawing. The course is planned to meet the requirements of a class composed of students who have had no previous instruction in drafting, and also for those who may have had one or two years' work in preparatory schools.

Instruction is given in the proper care and use of drawing instrument, T-square, and triangles, and about twenty drawings are made, including geometrical constructions, orthographic and isometric projections, perspective drawing development, dimensioning, and lettering. These give the student a thorough training in the fundamental principles of mechanical drawing, so that he may easily do the drafting required in his professional course. Few formal lectures are given, since the class-room work is almost entirely individual and permits the student to progress at a rate commensurate with his own ability.
Text: Svenson's Drafting for Engineers.

For those who have had some experience in Mechanical Drawing, a special course is devised which will take care of individual needs and offer students more advanced work.

18. Engineering Mathematics. This course is designed for students who have had first courses in Algebra and Plane Geometry. It begins with a rapid review of the fundamental principles and proceeds through factoring, quadratics, to progressions, the binominal theorem, etc., in preparation for Course 6.

The latter part of this consists of lectures and recitations covering logarithms, radians, co-ordinates, trigonometric ratios, formulas, law of sines, law of cosines, law of tangents, solution of right and oblique triangles with applications to problems in engineering. Instruction is also given in the theory and use of the slide rule. Practical problems involving the application of trigonometry to engineering are assigned during the entire course.

Text: Milne-Downey's Second Course in Algebra.
Simpson's Plane Trigonometry and Logarithms.

19. Heat Engineering. (*Prerequisite, Course* 26)

To understand the operation of the modern power plant, it is necessary that the theoretical principles be well understood. Therefore, this course deals with both the theoretical and the practical applications. The laws of the perfect gases and of vapors, properties of steam, the use of the steam tables and Mollier diagram are considered during the first part of the course. A discussion is given of the various apparatus used in the power plant such as steam boilers, engines, turbines, and auxiliary equipment used in connection with the operation of a power house. The aim of the course is to familiarize the student with the theory and application of prime movers having fuels as a basis for the generation of powers.

Text: McNaughton's Elementary Steam Power Engineering.

20. Highway Engineering. The course in Highway Engineering is designed to give the student the principles of modern highway practice. First part covers the economics, financing, preliminary investigation and design. In the second part various classes of road surfaces are considered, each student being assigned a topic (in advance) on which he makes a report, which is followed by general discussion on that subject. Course concludes with comparison of different types of pavements and other highway items as sidewalks, curbs, guard-rails, sign markers, etc.

Text: Agg's Construction of Roads and Pavements.

21. Hydraulics. (*Prerequisite, Course* 7)

This course is a study of the principles of both hydrostatics and hydro-dynamics. The subjects considered are: the pressure on submerged areas together with their points of application; the laws governing the flow of fluids through orifices, short tubes, nozzles, weirs, pipe lines, and open channels. A short study of stream flow measurements.

Text: Russell's textbook on Hydraulics.

22. Machine Design. (*Prerequisite, Course* 23)

This course aims to give the student practice in the application of theoretical principles previously studied, and at the same time acquaint him with the many practical details which must be considered in design work. The problems taken up in the early part of the course are of a static nature, while the later problems involve dynamic stresses. The problems of the course vary from year to year, but the following are typical of the design taken up: arbor press, hydraulic flanging, clamp, crane, air compressor, punch and shear, stonecrusher, etc.

In each design the constructive details are carefully considered, with special attention to methods of manufacture, provision for wear, lubrication, etc. The work is based on rational rather than on empirical methods, the student being required to make all calculations for determining the sizes of the various parts and all necessary working drawings.

Text: Mark's Mechanical Engineer's Handbook.

23. Machine Drawing. (*Prerequisite, Course* 17)

This course is taught on a problem basis with the student working out problems under the supervision of the instructor. The lectures and reading assignments correlate with the class problems. The principles covered include preliminary machine sketches, detailing from machines and from assembly drawings, dimensioning, tracing, sectioning and the making of assembly drawings from details. The lectures and assigned readings take up such topics as fastenings, piping, machine elements, methods of manufacture, jigs and fixtures, methods of reproducing drawings and those drawing techniques that are to be applied to the particular problem being done.

Text: Svenson's Machine Drawing.

24. (a) Materials of Construction. A detailed study is made of the methods of manufacturing, properties, and uses of materials used in engineering work, such as iron, steel, lime, cement, concrete, brick, wood, and stone.

A study is also made of the methods of testing and the strength of various materials used by the engineer. Each student is required to prepare a paper on some subject of especial importance which is assigned by the instructor.

Text: Pulver's Materials of Construction.

(b) Foundations. This course is designed to give the student a clear, concise survey of the properties and characteristics of the common types of foundation structures in use. The subjects treated are timber and concrete piles; sheet piles of wood, steel and concrete; coffer dams; caissons of the pneumatic box and open types; open wells; bridge piers and abutments.

Text: Alexander's Notes on Foundations.

25. Mechanism. (*Prerequisite, Course* 23)

The object of this course is to give the student a working knowledge of those principles of mechanism that enter into the design of machines. The topics taken up are gear train and pulley calculations, cam design, the more common mechanical movements, and the determination of velocity diagrams as applied to quick return motions and other linkage mechanisms commonly met in engineering practice. Gearing and gear tooth development as applied to the involute, cycloidal, and stubbed tooth systems are studied. The solution in practically all cases is based on the graphical rather than on the analytical method.

Text: Schwamb, Merrill and James's Elements of Mechanism.

26. Practical Physics. A course covering the fundamental principles of mechanics, heat, light, sound and electricity. Each lecture period is supplemented with a problem period giving instruction in the practical application of the laws of Physics. The study of mechanics includes graphical statics and dynamics. Other topics studied in the course are: heat, and its effects on solids liquids and gases; light, reflection, refraction and other properties; sound; and the fundamental principles of electricity. Practical problems covering each phase of the work are assigned throughout the year to fix in the mind of the student the principles taken up in the lecture period. The solution and explanation of practical problems in the problem period gives the student a more thorough understanding of the application of the principles discussed in the lectures.

Text: C. S. Ell and J. A. Coolidge's notes on Practical Physics.

27. Railroad Engineering. (*Prerequisite, Course* 31)

This course consists of instruction in the computation and methods of laying out simple, compound, reverse, vertical, and easement curves; frogs, switches, and turnouts; the computation of earthwork from cross-section notes; setting slope-stakes and general consideration of more advanced problems of Railroad Engineering. Special emphasis is laid on field notes and field methods.

Text: Allen's Railroad Curves and Earthworks.

28. Strength of Materials. (*Prerequisite, Course* 7)

Strength I.

This course comprises the study of the strength of structural shapes in tension, compression, and bending. The subjects covered are the stresses and strains in bodies subjected to tension, compression, and shearing; common theory of beams with thorough description of the distribution of stresses, shearing forces, and bending moments; and deflection of beams.

Strength II.

This is a continuation of Strength of Materials I in which a study is made of the strength of shafting and springs; combined stresses in beams subjected to tension, compression, bending, and torsion; also strength of hooks, columns, and thin hollow cylinders, and brief consideration of strains and the relation of the stresses on different planes in a body.

Text: Poorman's Strength of Materials.

29. Structural Design. (*Prerequisite, Course* 30)

The course in structural design consists of work in the drawing room. It is a continuation of the course in structural drawing given in the second year, and includes the execution of elementary structural design, taking up in a practical way the principles of the course in Theory of Structures. Each student is given data for various problems, the designs for which he works out in the drawing room, making all necessary computations and executing all drawings necessary for the preparation of complete designs of a number of engineering structures.

30. Structural Drawing. (*Prerequisite, Course* 17)

The course in Structural Drawing consists of making sections through standard structural steel shapes, making detailed drawings of standard connections and making shop drawings of various structural members. The student is given data from which he draws framing plans and dimensioned shop drawings. The purpose of the course is to familiarize the student with the elements of steel structures and to teach him where and how to dimension structural parts on working drawings.

31. Surveying. (*Prerequisite, Course* 18)

(a) A course of lectures on the elements of plane surveying, covering the principles of the use of transit, tape, compass and chain for the measurement of distance, direction and difference of elevation in property surveys, topographic surveys, highway location and construction projects. The lectures are supplemented by numerous illustrative problems.

(b) A continuation of Surveying (a) covering office computations and drafting room work. This part of the course includes computations of survey problems involving traverses, triangulation, rectangular co-ordinates, land areas, horizontal and vertical curves and earthwork; also the plotting of survey data and the construction of a topographical map.

Text: Breed and Hosmer's Surveying, Volume I.

32. Theory of Structures. (*Prerequisite, Course* 28)

This course consists of lectures, recitations, and solution of problems. Instruction is given in the fundamental theory of structures, including the theory of beams, girders, trusses, columns, hydraulic and earth pressure in design of dams and retaining walls, computation of reactions, moments and shears for static and moving loads by the use of shear diagrams, moment diagrams, and influence lines. The work in the classroom is supplemented by the solution of practical problems in structural design.

Text: Spofford's Theory of Structures.

ENGINEERING EQUIPMENT

FIELD INSTRUMENTS OF CIVIL ENGINEERING

THE Civil Engineering Department possesses various surveying instruments, representing the principal makes and types in general use.

The equipment includes four surveyors' compasses, two Keuffel & Esser transits, five Buff & Buff transits, one Buff & Buff triangulation transit, one Berger transit, two Hutchinson transits, one Gurley transit, one Poole transit, two Berger levels, two Keuffel & Esser levels, one Buff & Buff level, one Bausch & Lomb precise level, two Gurley plane tables, two Buff & Buff plane tables, and two Keuffel & Esser plane tables.

There are Locke hand levels, lining rods, leveling rods, stadia rods, engineers' and surveyors' chains, steel and metallic tapes, one 100-foot Invar steel tape, and all the miscellaneous equipment necessary to outfit the parties that the instruments will accommodate. The transits are equipped for astronomical observations. For higher surveying there is an aneroid barometer for barometric leveling, an Invar tape, a sextant for hydrographic surveying, and a Gurley electric current meter for hydraulic measurements.

The extent of the equipment and scope of the field work itself are designed to train the student's judgment as to the relative merits of the various types of field instruments.

MECHANICAL LABORATORIES

The Mechanical Engineering Department has a well equipped laboratory, containing new and modern machines run by steam, gasoline, water and electricity. A separate high-pressure steam line connected directly with the boilers in the main building enables the steam-driven apparatus to be run with steam under full boiler pressure.

The steam apparatus located in the laboratory includes the following equipment. A Uniflow steam engine of fifty horsepower capacity and of the latest design is so equipped that a complete engine test may be run on the machine. The auxiliary apparatus connected with the engine includes a prony brake for measuring the output of the machine and a surface condenser is tied in with the exhaust line in order to obtain the steam consumption. A Chicago steam-driven air compressor is arranged to make complete tests on both the steam and air ends of the machine. This compressor is also connected to a surface condenser. A Warren direct-acting steam pump is connected up to run a standard pump test, the steam end being tied in with a surface condenser and the water end with a rectangular weir for measuring the quantity of water delivered by the pump. A twelve horsepower Curtis steam turbine of the impulse single-stage type, to which is directly connected an absorption dynamometer or water brake, is available for testing. The steam end of this turbine is piped to a Worthington surface condenser and also to a Shutte-Koerting ejector condenser. A small Sturtevant horizontal steam engine is equipped for a complete test with a prony brake for the measurement of power output. Other steam-driven apparatus includes a steam pulsometer pump, a steam injector, two small vertical steam engines for valve setting experiments, and a heat exchanger for determining heat transfer between steam and water.

The hydraulic equipment in the laboratory includes a two-stage centrifugal pump with a dual drive or separate drive as may be desired. The drive is either direct from a 15-horsepower direct current motor or else direct from a Lee single-stage steam turbine. A new six stage centrifugal pump direct-connected to a 40-horsepower direct current motor has been installed for testing purposes. The motor through a speed regulator has a range in speed from 900 R.P.M. to 2200 R.P.M. The pump is rated at 180 G.P.M. against a head of 450 ft. The capacity of the pump is measured by a Venturi tube of the latest design. There is also a rotary pump driven direct by an electric motor. Other machines of a hydraulic nature are a triplex power pump, driven by a five horsepower electric motor, a hydraulic turbine of the Pelton Wheel type, a small single-stage centrifugal pump driven directly by a ¾-horsepower gasoline engine, a triangular and a rectangular weir for measuring quantities of water discharged by the various pumps in the laboratory, besides the necessary tasks, platform scales, and hook gauges.

Under the gas laboratory equipment may be listed a Fairbanks-Morse ten horsepower gasoline and oil engine, so arranged that tests may be run using various kinds of fuels and complete test data obtained; a Ford automobile engine arranged to run tests with different fuels and carburetors; 2 gasoline airplane engines for demonstration purposes and several types of internal combustion engines for testing and demonstration work.

The equipment under the heading of Refrigeration includes a ¾-ton Frick ammonia refrigerating machine and a small Frigidaire sulphur dioxide machine of the household size. Both of these machines are arranged for testing purposes. A small Triumph compressor is also available for demonstration work.

For heat treatment, an electric furnace is available with a pyrometer for temperature measurements. A Brinell hardness tester makes possible tests on various metals for determining their hardness. Under oil testing apparatus is a Saybolt Universal Viscosimeter for viscosity determination and a flashpoint and fire point tester for different grades of oil. For finding the heating values of fuels, an Emerson bomb calorimeter is used with necessary gauges and thermometers. Apparatus is also available for gage testing, measuring flow of air, steam, and water, prony brake testing, determining the quality of steam by means of a throttling and a separating calorimeter, test on an air blower and friction of drives.

The steam power plant is also used for testing purposes. The plant is equipped with a flow meter in the feedwater line, steam pressure gages, scales, electrical meters, thermometers, indicators, draft recorders, Orsat apparatus, CO_2 recorder and other equipment necessary for complete power plant tests. The plant consists of four horizontal return tubular boilers, three of which are equipped for burning coal and one for burning fuel oil; various auxiliary appliances as feed water pumps, feed water heater, oil fuel pumps, and separators; and four three-wire generators, three of which are driven by Ridgeway reciprocating steam engines, and the fourth is directly connected to a Westinghouse-Parsons steam turbine.

This places at the disposal of the students well equipped and up-to-date engineering laboratories, and enables them to carry on boiler tests, with both coal and oil as fuel, determining the efficiencies of various fuels, obtain the efficiency of modern reciprocating steam engines of different types, and test air compressors, fan, pumps, water wheels, and gas-engines. This renders the student familiar with the various auxiliary appliances of a modern power plant and links up the class-room instruction with laboratory tests.

ELECTRICAL MEASUREMENTS LABORATORY

This laboratory is equipped with apparatus of two distinct types, first, that planned fundamentally for teaching the principles of measurement and, second, that which is used in teaching advanced standardizing methods as well as for keeping the instruments in daily use in the other laboratories, and in the power house, correct or properly calibrated.

It is supplied with three sets of small storage cells for 500-volt calibration work and a set of twelve 500-ampere hour cells for current work.

The apparatus used in the first type of work includes the customary devices used in such work as resistance measurements by Ohm's law, direct deflection and substitution methods, voltmeter methods for high resistance, insulation resistance, specific resistance, use of slide wire and Wheatstone bridges, electro-static capacity. Poggendorf's method of E.M.F. comparison, loop tests for grounds, etc.

For the second type of work there is a laboratory standard Wheatstone bridge, two Kelvin bridges (one of the self-contained type), a Leeds Northrup type Carey-Foster bridge and equipment, two potentiometers with auxiliary apparatus of volt boxes, standard cells, standard shunts of 10, 100, and 500 amperes capacity, a set of resistance standards of Bureau of Standards and another of Reichsanstalt patterns, also a complete set of Inductance and Capacity Standards; Weston standard current transformer, Weston laboratory standard triple range voltmeter, ammeter and wattmeter for alternating current work and all necessary galvanometers carried on Julius suspensions.

Other equipment includes a complete Reichsanstalt daylight type photometer equipment, Westinghouse oscillograph with full equipment, including a variable 1,000 ampere standard shunt and slow speed film holder, a General Radio Company Vibrating String Oscillograph, special Cathode Ray oscillograph, and a capacity bridge working to one micro-micro-Farad. Micro ammeters, vacuum tube voltmeters, electrostatic voltmeters, thermal meters, standard wave meter, standard Vreeland oscillator, piezo crystals, and other equipment for radio measurements. Briefly, the laboratory is equipped for practically any work in electrical measurements outside the absolute determinations as carried on in National standardizing laboratories.

The instrument room is supplied with eighty-five high grade General Electric Co. and Weston Electric Instrument Co. alternating current voltmeters and ammeters with a number of potential and current transformers, and with nine polyphase and fourteen single-phase indicating wattmeters, each of double current and double voltage ranges.

For direct current working there are seventy-five voltmeters (of triple range), ammeters and millivoltmeters of the above makes. There are thirty-five standard shunts of ranges from ten to 100 amperes with uniform drops of fifty millivolts to go with the millivoltmeters.

There is also a large and varied assortment of auxiliary equipment such as sliding rheostats for circuit control, non-inductive loading resistance, air core loading reactances, frequency indicators, power factor indicators, etc.

ELECTRICAL ENGINEERING LABORATORY

This laboratory is equipped with sixty generators and motors of different types, the size and voltage ratings being selected to reduce as much as possible the risk from high voltage apparatus while making available to the student commercial apparatus such that the various quantities it is desired to measure will be of reasonable dimensions.

Machines from five to twenty-five kilowatt capacity are used principally for this reason, but also because the student in his engineering practice early comes in contact with large and varied machinery in power houses and electrical plants generally.

For D.C. working, among others there are two sets of specially matched direct current six-kilowatt, 125-volt compound generators, which will work as shunt machines. In one the two generators may be joined by a coupling so that they may be used for "pump-back" testing. The other pair are driven individually by ten-kilowatt, 230-volt motors and used principally for parallel operation and similar work. A large 230-volt, 12-kilowatt, 200 R.P.M. Sturtevant motor is used for retardation tests, and an assortment of series, shunt and compound motors each fitted with brake wheels are used for routine motor testing.

For A.C. working there is a fifteen-kilowatt (eighty per cent p.f.) three-phase, 230-volt alternator driven at sixty cycles by a twenty-five horsepower Westinghouse motor, a 7.5 kilowatt special G. E. machine with special armature tape so that it may be used as single-phase, two-phase, three- or six-phase synchronous motor.

Two 12.5 kilowatt (eighty per cent, p.f.) G. E. machines having each armature coil tapped out separately also giving the above phase arrangements, each driven by its own motor, are available for use either as synchronous generators or as motors. A five-kilowatt Holtzer Cabot machine with three rotors, making it available as either a squirrel cage, wound rotor, or synchronous machine. A G. E. single-phase clutch motor, a type R.I. induction motor, a Wagner single-phase motor; two Wagner motors arranged for concatenation control, two five-kilowatt Holtzer three-phase synchronous converters, a Westinghouse 7.5 kilowatt, two-phase motor and a ten-horsepower Fynn-Weichsel Unity power factor motor.

For transformers there are six single-phase G. E. type H units wound for 550 volts primary and 220-110 volts secondary. Two sets of transformers with Scott transformation taps, and a Type R.O. constant current transformer, primary winding for 220/190 volts and secondary for 6.6 amperes, 310 volts maximum fitted with a load of eighty candle power 6.6 amperes sixty-watt nitrogen filled tungsten lamps, and a pair of 550/220 110 volts G. E. three-phase transformers of 7.5-kva. capacity.

For High Tension work there have been installed a pair of General Electric Transformers of 8-kva. capacity at 100 kilovolts. A special room in the laboratory has been equipped for cable and insulation testing. The auxiliary equipment includes the necessary sphere gaps, induction regulators, calibrated voltmeters, etc., the transformers being supplied from a special motor-driven generator. The set has been supplied with the necessary kenotron tubes and controls for the rectification of the high potential alternating current for direct current working.

There is also a full equipment of necessary control and regulating appliances and eighteen movable test tables fitted with the necessary terminals, switches, circuit breakers, etc., for setting up the various combinations required from time to time. Each student when performing an experiment does the complete wiring, no apparatus in the laboratory being found permanently wired up except as to its normal, self-contained circuits.

Power is supplied over a special set of feeders, by one or both of two special units in the power house which when on laboratory service are cut clear from any other service whatsoever and potential controlled from the laboratory.

There are also speed governors and Tirrel regulators, both A.C. and D.C., capable of being used wth any special machines found desirable at any particular time.

ADMINISTRATIVE REGULATIONS

APPLICATIONS FOR ADMISSION

Applications for admission should be filed as early as possible in order that the necessary investigations may be made and the status of each student definitely determined before the opening day.

REGISTRATION

Each student is required to present himself at the School Office, and to have his course approved by the Director to complete his registration. A student is expected to pay the first tuition installment and other fees required before beginning attendance.

A student who does not pay the first installment in full at registration is expected to interview an officer of the school regarding a deferred payment agreement.

Late registration will be permitted only at the discretion of the Director.

THE SCHOOL YEAR

The school year is divided into two semesters of fifteen weeks each. The first semester extends from October 3 to January 27 and the second semester from January 30 to May 19.

DIPLOMA REQUIREMENTS

Students may register for single subjects or for complete courses, provided such registration meets with the approval of the Director; but to receive the diploma of the Institute the student must fulfill the following conditions:

a. Regardless of the advanced standing credit he receives, he must have been in attendance for at least a year preceding the date on which he expects to graduate.

b. He must complete all the courses of his particular curriculum, either by attendance at this Institute, or by receiving advanced standing credit for those courses, or the equivalent of those courses as determined by the Director.

c. He must pass such final examinations as are required in the courses he has pursued. The various curricula have been arranged so that the courses can be completed in four years. However, an extension of time will be granted to those who wish to take longer to meet the requirements for graduation.

SESSIONS

Classes meet on week-day evenings. There are no classes on Saturdays. A full schedule will include three evenings a week. As a rule classes are scheduled from 7 p.m. till 9 p.m.

ATTENDANCE REQUIREMENTS

A careful record of attendance upon class exercises is kept for each student. Absence from regularly scheduled classes on any subject will seriously affect the standing of the student. It may cause the removal of certain subjects from his schedule and the listing of these as "conditioned subjects". However, if reasonable excuse for absence be presented, the student may be allowed to make up the time lost, and be given credit for the work; but he must complete the work at such time and in such manner as his instructor in the course shall designate.

An attendance record of 60% must be maintained in all classes before a student will be admitted to examination.

EXAMINATIONS AND QUIZZES

Examinations and quizzes are held throughout the term at the discretion of the instructors. Final examinations are required upon the completion of all courses. The following system of grading is used:

A — 90 to 100 — Excellent
B — 80 " 89 — Good
C — 70 " 79 — Fair
F — 50 " 69 — Conditioned Failure
FF — Below 50 — Complete Failure

A student marked "F" may receive one special examination. If he fails in that, he must repeat the course. A student marked "FF" must repeat the course. The fee for each special examination is $3. Grades and reports are mailed to the students and will not be given out at the School Office. Under no circumstances will grades be given over the telephone.

Quizzes are to be made up at the discretion of the instructor.

TRANSFERS

No students are permitted to change from one course to another without first consulting the Director, and receiving a Transfer Order signed by him.

REPORTS OF STANDING

An informal report of the student's standing is issued at the end of the first term; and the formal report, covering the year's record, is issued at the close of each year.

In the case of students who are under twenty-one years of age, reports may be sent to parents in the event of unsatisfactory work on the part of the student, non-compliance with administrative regulations, continued absence, and withdrawal. Parents may obtain reports at any time on request.

CLASSIFICATION OF STUDENTS

The ability of students to continue their courses is determined by means of class room work and examinations, but regularity of attendance and faithfulness to daily duties are considered equally essential.

When a student elects a curriculum, he is required to complete all courses included therein in order to graduate. If a student wishes to drop a course, or omit one and substitute another therefor, the consent of the Director must first be obtained. Otherwise the student will be regarded as a special student.

A special student is permitted to attend the school, subject to the approval of the Director, and to take such courses as the school offers. Special students are not eligible for a diploma.

STUDENTS ADMITTED WITH ADVANCED STANDING

Students who, upon admission, were granted provisional advanced standing, but have not presented on admission evidence of their eligibility to such advanced standing, shall not be granted the diploma of the school.

ELECTIVE SUBJECTS

Students electing any course not included in their curriculum will be required to take all examinations in that course, and to attain a passing grade in it before they will be eligible for a diploma.

DIPLOMAS

Upon the satisfactory completion of any of the regular curricula, and the fulfillment of the conditions on pages 46 and 47 the student is entitled to receive a diploma. A graduation fee of ten dollars is required of all candidates for a diploma. This fee must be paid on or before May 15th in the year in which the student is to graduate.

The school awards the diploma with honors and high honor to those students who have completed outstanding work during the period of their attendance. The diploma with high honor will be awarded to all those who have completed the curriculum for which they registered with an average of 90% or more. The diploma with honor will be awarded to those who have completed the curriculum for which they registered with an average of from 85% to 89% inclusive.

GENERAL INFORMATION

OPPORTUNITIES FOR RECREATION

MEN who are employed in offices or indoor occupations and who are pursuing a strenuous evening program of study should plan to take some systematic form of exercise in order that they may not impair their health and that they may do the most effective work.

Lincoln Institute is particularly fortunate in being able to place at the disposal of its students unexcelled recreational advantages. The Y. M. C. A. buildings have facilities in the nature of gymnasiums, swimming pools, bowling alleys, billiard rooms, game rooms, and social rooms where students obtain recreational privileges to their liking. Students may come from their work at the close of the day to the university building and enter a gymnasium class, take a swim, use the bowling alleys, or engage in other recreational pastimes before class time and thus renew their energy for the evening's work.

RAILROAD TICKETS

The railroad systems entering Boston issue student's tickets to students under twenty-one years of age. Applications for these may be obtained at a railroad office and presented at the school office for signature.

LIBRARY

A large and well-equipped library is available for the use of students. The reading rooms are open from 9 a.m. to 10.30 p.m. on week-days, and from 9 a.m. to 10 p.m. on Saturdays. Students have also the privilege of securing books from the Boston Public Library and its branches. To obtain this privilege application should be made to the Librarian, who will furnish the applicant with the necessary blanks.

BOOKSTORE

The Bookstore is on the second floor of the Main Building and keeps on hand a full supply of all books and materials used in the school. Students purchase their own books, outlines, and other materials required for their courses. All bookstore supplies are sold at the lowest possible price.

VISITORS

Visitors are always welcome at one class session in any department. Those who wish to visit any of the classes should call at the school office and obtain a visitor's card signed by the Director.

RELIGIOUS ACTIVITIES

The Lincoln Institute is conducted by Northeastern University, which has as one of its outstanding aims the finest possible character development among its students. While encouraging religious activities the University is, however, strictly non-sectarian. A student should feel free to register in any of the several schools of the University, regardless of religious faith; no attempt being made to influence one to participate in any activities which are contrary to the tenets of his particular religion.

Notify the Office Immediately

(a) Of any change of address;

(b) Of withdrawal from any course—otherwise the fee for that course will be charged;

(c) Of withdrawal from the school—giving the date of the last lecture attended.

INTERVIEWS AND EDUCATIONAL GUIDANCE

Prospective students or those desiring advice or guidance with regard to any part of the school work or curricula, or who wish assistance in the solution of their educational problems, should note the fact that interviews are available without obligation, and that the officers of the school will do their utmost to see that a program is designed which is the most satisfactory for the individual student. In certain cases, other institutions may be recommended which suit the student's needs better. Furthermore it is important that those with educational problems to solve should realize the necessity for care in approaching educational work so that the program selected will be on the best educational basis.

EXAMINATION QUESTIONS

Following are questions extracted from examination papers which were answered by Lincoln Institute students in various courses throughout the school year. These questions are for the most part selected from the work of the third and fourth years and give some indication as to the type of problems which Lincoln Institute students are able to solve.

1. Describe and sketch a bar-tracery window of the geometric type, naming the various parts.
2. Sketch a cross-section of a French Gothic cathedral, naming each member and part.
3. What did the English cathedral builders develop other than fan vaulting for roof construction, and was it as good as the ribbed vaulted ceilings?
4. If it is 12′-1″ from one floor of an office building to another floor, how many risers would you use and of what height? What width tread would you use?
5. Given the necessary working stresses, design a rectangular beam with tensile reinforcement only to carry a uniform load of 3350 lbs./ft. whose span is 15 feet.
6. A reinforced beam has a span of 14 feet. b=6″; d=12″; p=.006. Take $f_c=500$; $f_s=16000$; n=15. How much load can the beam safely carry?
7. Explain in detail just what takes place in a D.C. motor to develop torque.
8. Draw diagram showing the connections both internal and external of a four point starting box.
9. The terminal voltage of a shunt generator is 600 volts when the armature delivers 225 amps. If the armature resistance is 0.12 ohm. What voltage is being generated in the armature?
10. Name some of the principal types of concrete piles, giving principal characteristics and advantages of each.
11. If a 2500-pound drop hammer produces a penetration of 3 inches with a drop of 8 ft., what is the allowable load on the pile?
12. Name and describe *briefly* the types of bridge abutments.
13. Which is the most advantageous type of soil test? when? auger borings, wash borings, core borings.
14. A boiler plant generates 400,000# of steam per day at 200# absolute pressure with 100° of superheat from a feed water temperature of 232°F. Length of day=24 hours. If the heat content per pound of coal used =15,000 Btu., find the boiler horsepower developed and the efficiency of boiler, furnace and grate if 18 tons of coal are used per day. What kind of boilers would be used? What type of mechanical stoker would you suggest to use and why?
15. (a) Make a sketch of a plain slide valve in mid-position and show the steam and exhaust laps. Define these laps.
    (b) What are the principal differences between a Poppet Valve engine, a Corliss engine and a Uniflow engine?
16. In an 8″ x 12″ engine, test data was obtained as follows: Speed=200 R.P.M. M.E.P. on H.E.=6#/sq. in. and on C.E.=64#/sq. in. Diameter of piston rod=1.5″. Prony brake used gave net load of 200# with arm=60″ in length. Find I P. and mechanical efficiency.
17. Boston and Providence are approximately 45 miles apart by highway. A survey of feasible relocations shows that the distance could be reduced to 44 miles by a series of relocations. If the traffic between the two cities is an average of 1600 pleasure vehicles and 400 commercial vehicles per day what

would be the justifiable expenditure for the relocations if capitalization is to be made by issuing 4%, 20 yr. serial bonds.

18. a. The mineral aggregates for a batch of asphaltic concrete weigh 800 lbs. The mixture is to contain 10% bitumen and the asphalt cement is fluxed Bermudex which contains 90% bitumen. Compute amount of asphalt cement per batch.

b. A batch of Asphaltic concrete weighs 1250 lbs. The mixture is to contain 8% bitumen and the asphaltic cement is fluxed Bermudex containing 95% bitumen. Compute the amount of asphaltic cement per batch.

19. Design a concrete pavement for a Highway where the maximum allowable wheel load is 9,000 lbs.
Give typical cross-section and show a practical steel reinforcement layout.

20. A vertical gate hinged at the top is placed in a dam. The gate is 4 ft. x 2 ft., the horizontal 2 ft. side being 98 ft. below the surface. Disregarding friction, determine the center of pressure and the force necessary to be applied at the bottom edge, acting horizontally, which will be necessary to open the gate.

21. A pump supplies water through a 4″ pipe at the rate of 10 cubic feet per second through a tank on top of a hill. The elevation of the pump is 364.0, the water level of the tank being 472.0. Determine the pressure in pounds per square inch at the pump and the energy required by the pump.

22. Describe the precautions necessary in the production of good concrete.

23. Discuss the characteristics and uses of wood and concrete piles.

24. Describe two common methods of underpinning a building.

25. Discuss the relative advantages, characteristics and uses of wood and steel sheet piling.

26. Given +0.8% grade to a vertex of elevation 100.00, and then a −0.2% grade. Also a vertical curve 800 ft. long.
   (a) Compute the elevations on the curve.
   (b) Compute the "rate of change per station".
   (c) Does the above curve meet the specifications for a first class road?

27. Give and briefly discuss the surveys to be made for a proposed railroad to be built in open country, which has not been previously mapped.

28. Give the organization of the field force required to make one of the surveys mentioned in the previous question. Give the adjustments in their proper order for an engineers transit.

29. Show by means of a sketch the details of a standard turnout on tangent track using a No. 12 frog.

30. Determine the proper spacing from center to center of 10 in.-40 lbs. I-beams, 22 ft. span, to support a uniform floor load of 125 lb. per sq. ft. of surface, with a maximum deflation of 1/360 of the span.

31. Find the dimensions of a square wooden beam of 10-ft. span carrying a total uniform load of 60 lb. per foot, and an axial tension force of 2,000 lb., using 1,000 as the allowable unit stress.

32. Calculate the number of r.p.m. of a hollow cast-iron shaft, 10 in. outside diameter, 6 in. inside diameter, transmitting 700 hp.

33. An 8″ B H 32# Column runs through 2 stories, each of which is 12′ — 0″ high from floor to floor. It is braced by beams in both directions at 1st and 3rd floors. At the 2nd floor Bms brace the column at the web only. Find safe load on this column. See diagram on board.

34. Find thickness of steel plate for a cylindrical water tank for the following conditions: Diameter of tank—50 feet; Height of water—60 feet; Efficiency of joints—75%.

35. It is desired to construct a new line of sewer pipe in an intercepting system.

The elevation of the invert at Sta. 0+0 must be 576.32 and at Sta. 6+55.4 must be 565.96.

(a) Compute the percentage of Grade.

(b) With the H.I. at 580.00; show in notebook form the required information to give grades on sewer line at every 25′ Station.

36. In surveying large areas by aerial photography it is desirable to have the control points co-ordinated. The co-ordinates of three established points on the ground are given and it is desired to compute the bearings and distances between them. (All calculations to be made to the nearest 100th of a foot and nearest second in angle.)

A	N. 5763.20	E. 2798.70
B	N. 3768.40	E. 1002.50
C	N. 6785.50	E. 575.00

37. State the three laws of air resistance and the formula derived from them.

38. Find the horsepower developed in a 5 cylinder motor running 1800 rpm. whose bore is 5 in., stroke 6 in., and mean effective pressure 125 lb. per sq. in.

39. Define stability. What are the three axes of an airplane? How do the control surfaces act to move the plane about the axes?

40. Using diagrams, describe the four stroke cycle.

41. Outline the fuel feed system of a modern airplane.

42. In general, what is the effect of capacitance upon the flow of current in any electric circuit? How does capacitance affect: (a) The phase angle between the current and voltage in an alternating current circuit?; (b) The magnitude of the current?

43. (a) Give a general equation to show the relation between the voltage, current and impedance of an alternating current circuit.

(b) Express the impedance in terms of its resistance and reactions, and show what takes place when these reactions are equal.

(c) What is the condition of equal reaction called?

(d) Could changing frequency alone bring about this condition?

44. Sketch the connections of the two wattmeter methods of measuring power. Under what conditions do the watt meters read the same? different? When does one wattmeter read zero?

45. What losses exist in a transformer operating under load? Explain briefly how these losses may be measured without loading the transformer.

46. A 550 volt 50 K.V.A. single phase alternator has an effective armature resistance of 0.18 ohm and an armature reactance of 0.65 ohm. What is the induced e.m.f. in this armature when the machine delivers its rated current at rated voltage and at unity power factor?

47. What is the effect upon the slip of an induction motor of introducing resistance into the rotor circuit? Explain. What is the distinct disadvantage of controlling the speed of the motor by inserting resistance into the rotor circuit?

48. Describe the manner in which the initial starting torque of a single phase induction motor may be obtained by splitting the phase. Show how the phase may be split by the use of resistance and inductance; by the use of resistance and capacitance.

LINCOLN INSTITUTE

1931—32

REGISTER OF STUDENTS

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Brown, Ernest J.	Dorchester, Mass.
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Dinneen, William M.	Brockton, Mass.
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Euerle, George	Boston, Mass.
Evanson, James W.	Malden, Mass.
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Fisher, Wayne D.	Quincy, Mass.
Flaherty, John	S. Boston, Mass.
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Howard, Roger A.	Pocasset, Mass.
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Hutchings, Albert	Brookline, Mass.

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Johnson, Philip	Melrose, Mass.

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Kellstrand, Clarence	Rockland, Mass.
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King, Bartholomew	Dorchester, Mass.
Konet, Henry	Roslindale, Mass.
Krigman, Nathan	Dorchester, Mass.

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Lane, Robert H.	Forest Hills, Mass.
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Lauzon, Raymond	Lynn, Mass.
Lau, Louis	Boston, Mass.
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Lewis, Raymond	Lynn, Mass.
Lilly, Reginald	Lynn, Mass.
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MacDonald, William	Watertown, Mass.
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Murphy, Cyrus	Watertown, Mass.

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Nevin, Donald	Allston, Mass.
Norris, Louis	Melrose, Mass.
Norton, John C. H.	Revere, Mass.

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O'Brien, John J.	Charlestown, Mass.
O'Brien, Willard	Boston, Mass.
O'Connor, Morgan	Boston, Mass.
Ohanian, John J.	Lynn, Mass.
Olney, Frederick	Mansfield, Mass.
O'Neill, Charles T.	Attleboro, Mass.
Ovaska, Walter A.	Quincy, Mass.

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Parmenter, Robert	Melrose, Mass.
Parsons, Merton	Medford, Mass.
Patten, Henry	Dorchester, Mass.
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Petersen, Edmund	Cambridge, Mass.
Pierce, Harold S.	Cambridge, Mass.
Pitkin, Virginia	Salem, Mass.
Politano, Frank	Winchester, Mass.
Politano, Louis	Winchester, Mass.
Pratt, Addison	Brookline, Mass.
Pukt, Joseph	Roxbury, Mass.

Quaratiello, Frank	Boston, Mass.

Rabinovitz, Philip	Roxbury, Mass.
Raffer, Arthur	Cambridge, Mass.
Raleigh, Edward	Brockton, Mass.
Rand, Redford	Melrose, Mass.
Raphael, Lillian	Roxbury, Mass.
Rauseo, Anthony	Everett, Mass.
Ravela, Maximino	Somerville, Mass.
Reddington, John J.	Dorchester, Mass.
Reid, Walter D.	Medford, Mass.

Reid, Walter S.	Needham, Mass.
Resnick, Louis	Dorchester, Mass.
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Rioux, Fernand	Salem, Mass.
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Robinson, John	Concord, Mass.
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Roemer, John	Cambridge, Mass.
Rosenberg, Harold	Dorchester, Mass.
Rosenberg, Louis	Jamaica Plain, Mass.
Rubin, Samuel	Revere, Mass.

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Sadur, Simon S.	Chelsea, Mass.
Sampson, Walter J.	Everett, Mass.
Sancinito, Charles	Boston, Mass.
Savitz, Morris	Dorchester, Mass.
Scalzillo, Albert	Beverly, Mass.
Schaaf, George	Boston, Mass.
Schaefer, Francis	Boston, Mass.
Schnurr, William	Roslindale, Mass.
Scott, Charles	Somerville, Mass.
Seifert, Edward	Dorchester, Mass.
Semper, Henry	Lynn, Mass.
Shaw, Henry F.	Arlington, Mass.
Sheehan, Thomas	Brockton, Mass.
Shelvey, Lawrence	Cambridge, Mass.
Sherman, George E.	Boston, Mass.
Sherman, Myron	Malden, Mass.
Silliker, Gordon	Medford, Mass.
Skinner, Otis	Roxbury, Mass.
Smith, Leslie F.	Needham, Mass.
Smith, Vincent J.	S. Boston, Mass.
Smith, Walter L.	Lynn, Mass.
Snook, Eugene	Everett, Mass.
Stahle, Harold	Everett, Mass.
Stenberg, Frank O.	Allston, Mass.
Stockman, Thomas	S. Boston, Mass.
Stoddard, Donald	N. Easton, Mass.
Stoddard, O. Elwin	Everett, Mass.
Stone, Allen	Revere, Mass.
Stone, Frithjof	Everett, Mass.
Sullivan, James H.	Watertown, Mass.
Sullivan, John F.	Dorchester, Mass.
Sweetser, Stanwood	Wollaston, Mass.
Sykes, Norman	Lawrence, Mass.

Tangard, Einar	Winthrop, Mass.
Taylor, Gilbert	Medford, Mass.
Temkin, Joseph	Roxbury, Mass.
Thompson, Thomas	Somerville, Mass.
Tirrell, Stanley	Quincy, Mass.
Todesca, Joseph	Roslindale, Mass.
Traut, George	Malden, Mass.
Trifiro, Paul	Roslindale, Mass.
True, Donald	West Medford, Mass.
Turner, Alexander	Framingham, Mass.

Usis, Stanley	S. Boston, Mass.

Vaccarest, George	Arlington, Mass.
Ventura, Dante	Lynn, Mass.
Vercollone, Edmund	Somerville, Mass.
Veronese, Robert	Quincy, Mass.
Villela, Vasco	New Bedford, Mass.
Viola, Sebastian	E. Boston, Mass.
Vonck, Albert	S. Boston, Mass.

Wallace, Francis	Brookline, Mass.
Watkins, George L.	Framingham, Mass.
Wayson, Andrew J.	Brookline, Mass.
Weiss, Murray	Dorchester, Mass.
Welch, John J.	Cambridge, Mass.
White, James R.	Melrose Highlands, Mass.
Whitman, Harry H.	Halifax, Mass.
Whitney, William	E. Boston, Mass.
Widger, William	Lynn, Mass.
Wigner, George	Lawrence, Mass.
Wright, Edward	West Concord, Mass.

Yaffee, M.	Dorchester, Mass.

York, Murray O.	Somerville, Mass.
Zaffuto, Angelo	Newton, Mass.

THE NORTHEASTERN UNIVERSITY SYSTEM

STATISTICAL SUMMARY

1930-1931

		Administrative Officers and Faculties	Students
I.	General Administration	6	
II.	Northeastern University		
	School of Engineering	75	1660
	School of Business Administration		439
	School of Law	78*	1300*
	School of Business	99*	1250*
III.	The Lincoln Schools		
	Lincoln Institute	27	366
	Lincoln Preparatory School	28	719
IV.	Day Preparatory School	27	391
	Total	340	6125
	Less Duplicates	53	198
	Net Total	287	5927

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* These figures include the administrative officers, faculties and students of the Divisions of the University in Worcester, Springfield and Providence.

GIFTS AND BEQUESTS

Northeastern University will welcome gifts and bequests for the following purposes:

(a) For the completion of its Building Program.
(b) For general endowment.
(c) For specific purposes which may especially appeal to the donor.

While it is not necessary, it would be appreciated if those contemplating gifts or bequests would confer with the President of the University regarding the University's needs before legal papers are drawn.

NORTHEASTERN UNIVERSITY

DAY SCHOOLS

SCHOOL OF ENGINEERING

Conducted in Boston Only

Curricula in Civil, Mechanical, Electrical, Chemical and Industrial Engineering, leading to the degree of Bachelor of Science. Conducted in co-operation with engineering firms. Students earn while they learn.

SCHOOL OF BUSINESS ADMINISTRATION

Conducted in Boston Only

Curricula in Accounting, Banking and Finance and Business Management leading to the degree of Bachelor of Science. Conducted on the Co-operative Plan. Students earn while they learn.

EVENING SCHOOLS

SCHOOL OF LAW

Conducted in Boston: Divisions in Worcester and Springfield

Curriculum leading to the degree of Bachelor of Laws. Preparation for bar examinations and for the practice of law. Case method of instruction. Co-educational.

SCHOOL OF BUSINESS

Conducted in Boston: Divisions in Worcester, Springfield and Providence

Curricula in Accounting, Business Administration, Law and Business, and Applied Science, leading to the degrees of Bachelor of Business Administration and Bachelor of Commercial Science. Graduate program leading to the degree of Master of Business Administration. Co-educational.

LINCOLN SCHOOLS

Evening Schools Conducted by Northeastern University in Boston Only

LINCOLN SCHOOL OF LIBERAL ARTS

A four-year curriculum leading to the Degree of Associate in Arts (A.A.). Students may register for the degree program or for individual subjects of a cultural nature. Co-educational.

LINCOLN INSTITUTE

Curricula leading to a diploma in the fields of Architectural, Civil, Electrical, Mechanical, and Structural Engineering, also a one-year course in Aeronautics.

LINCOLN PREPARATORY SCHOOL

Courses in high school subjects leading to a diploma. Students may enter in September, January, or May. Prepares for admission to all colleges. The School has college entrance certificating privilege. Co-educational.

For further information regarding any of the above schools, address

NORTHEASTERN UNIVERSITY
312 HUNTINGTON AVENUE
BOSTON, MASS.
Tel. Ken. 5800

LINCOLN PREPARATORY SCHOOL

CO-EDUCATIONAL

Evening Sessions

Accredited by the
New England College Entrance Certificate Board

CATALOG FOR
The Thirty-Fifth Year
1932-1933

HOW TO USE THIS CATALOG

SINCE this catalog will come into the hands of many not entirely familiar with school catalogs and similar publications, it has been thought advisable to preface this catalog with a few suggestions regarding its use.

Naturally the first question that arises is, "Does this catalog contain a course I need?" This question is answered directly by the alphabetical list of courses on page 23.

The next questions, "What does this course contain?" and "For whom is it intended?" are to be answered by the course descriptions which begin on page 30.

The fourth question, "How long will it take to complete the course?" is answered on page 24.

"What does it cost?" is the next question. The answer is to be found on page 21.

"Does this course carry any credit?" The answer is on page 21.

For the answer to the next question, "How does one enroll?" see page 19.

and

Remember: If these or any questions are not answered in a sufficiently clear manner, don't hesitate to communicate with the school office.

Address your communications to:

JAMES WALLACE LEES, *Principal*
Lincoln Preparatory School
312 Huntington Avenue
Boston, Mass.

LINCOLN
PREPARATORY SCHOOL

Accredited by the
New England College Entrance Certificate Board

COURSES ADAPTED TO THE NEEDS OF EMPLOYED MEN
AND WOMEN
EFFECTIVE METHODS OF INSTRUCTION
EFFICIENT PREPARATION FOR COLLEGE
ALSO COMMERCIAL AND SCIENTIFIC COURSES

Grammar and High School Courses

THE LINCOLN SCHOOLS ARE CONDUCTED BY NORTHEASTERN UNIVERSITY

CALENDAR

Summer Term, June, 1932—September, 1932—16 Weeks

1932	
May 23-June 3	Registration Period.
June 6	Summer Term begins.
June 17	Legal holiday. No classes.
July 4	Legal holiday. No classes.
September 5	Legal holiday. No classes.
September 19-23	Final Examinations.

School Year, September, 1932—May, 1933—32 Weeks

September 19-23	Registration Period.
September 26	Fall Term begins.
October 12	Legal holiday. No classes.
November 11	Legal holiday. No classes.
November 24	Legal holiday. No classes.
1933	
January 2	Legal holiday. No classes.
February 22	Legal holiday. No classes.
April 19	Legal holiday. No classes.
May 15-19	Final Examinations.

Special Winter Term, January, 1933—May, 1933—20 Weeks

January 2-6	Registration Period.
January 9	Winter Term begins.
February 22	Legal holiday. No classes.
April 19	Legal holiday. No classes.
May 22-26	Final Examinations.

OFFICE HOURS

August 15 —June 30

Week days, except Saturday	9 a.m. till 9 p.m.
Saturdays	9 a.m. till 12 m.

July 1 till August 14

Week days, except Saturday	9 a.m. till 4 p.m.
Saturday	9 a.m. till 12 m.

During the period from July 1 until August 14 on Tuesday and Friday evenings the office is open in addition from 6 to 9 p. m. On other evenings during this period the General Offices of the University on this same floor deal with all school business.

INTERVIEWS

Prospective students, or those desiring advice or guidance with regard to any part of the school work or curricula, are offered personal interviews with the Principal or his assistants. No enquirer should hesitate to ask for an appointment as, in the long run, time is saved during the school year by having the whole educational problem discussed before the opening of the school.

NORTHEASTERN UNIVERSITY AND THE LINCOLN SCHOOLS

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Secretary and Treasurer of the University
Carl Stephens Ell, A.B., S.B., M.S.
Vice-President of the University
Everett Avery Churchill, A.B., Ed.D.
Vice-President of the University

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Vice-President of the University

JAMES WALLACE LEES, A.M.
Principal

WILLIAM TILDEN BENTLEY, A.B.
Assistant Principal

EBEN OSWELL SMITH, B.E.E.
Registrar of the Evening Division

J. KENNETH STEVENSON, B.C.S.
Bursar

MYRA EDNA WHITE
Librarian

FACULTY

WALTER ALFRED BALDWIN

A.B. Ohio Wesleyan University, 1906; graduate study University of Chicago and Harvard University; Head Department of Mathematics Chillicothe High School, Ohio, 1906-8; Head Department of Mathematics, Mansfield High School, Ohio, 1908-10; Head Science Department, Huntington School for Boys, Boston, 1910-12; Instructor in Physics and Chemistry, Lincoln Preparatory School, 1910-32.

Physics and Chemistry

DONALD GILMORE BESTE

A.B., Cum Laude, Monmouth, Illinois, 1928; Master, Storm King School, Cornwall, New York, 1928-30; Graduate work Harvard University, 1930-32.

English

CARL PRESCOTT BIRMINGHAM

B.B.A. Boston University, 1922; Instructor Manlius Military School, Manlius, New York, 1923-26; Instructor Commercial Department, Newton High School, Newtonville, Mass.

Commercial Subjects

CHARLES LEE CHEETHAM

A.B. Bates College, 1911; A.M. Columbia University, 1927; Instructor in Mathematics, Portsmouth High School, New Hampshire, 1912-14; Submaster, Westerly High School, Rhode Island, 1915-17; Instructor in Mathematics and Science, Tower Hill School, Wilmington, Delaware, 1919-23; Instructor in Mathematics and Physics, Roger Ascham School, White Plains, New York, 1923-27; Instructor in Science, Public Latin School, Boston, 1928-32.

Physics

EDWARD JAMES HICKEY

A.B. Trinity College, 1927; Instructor, Monson Academy, Monson, Mass., 1928-29; Graduate work Harvard University (English), 1930-32.

History

PERCY EDWARD JONES

Sloyd Training School, 1920; B.S. Boston University, 1930; Instructor in Mathematics and Drawing, Huntington School for Boys, 1919-32.

Mathematics

CHARLES JOSEPH KEELON

B.S. Boston University, 1923; Ed.M. Boston University, 1925; Instructor in Mathematics, Avon High School, 1925-27; Principal, Avon High School, 1927-29; Junior Master, English High School, 1929-32.

Mathematics

ALFRED BLANCHARD KERSHAW

A.B. Amherst, 1904; A.M. Amherst, 1907; Instructor, The Allen School, West Newton, 1908-09; Instructor in English, Brockton High School, 1909-11; Submaster, English High School, Boston, 1911-32.

English

JAMES HARRIS MORSS

A.B. Boston University, 1903; Ed.M. Harvard University, 1927; Instructor in Huntington School for Boys, Boston, 1915-32.

English

THEODORE WOODS NOON

A.B. Yale College, 1896; M.A. Yale University, 1898; Exhibitioner, Emmanuel College, University of Cambridge, England, 1906-7; Master, Lawrenceville School, Lawrenceville, New Jersey, 1908-18; B.D. University of Chicago, 1913; S.T.M. Boston University, 1922; Ed.M. Harvard University, 1924; Instructor in Lincoln Preparatory School and Huntington School for Boys, Boston, 1922-32.

Latin and Ancient History

DEANE STANFIELD PEACOCK

A.B. Bowdoin College, 1917; A.M. Bates College, 1927; Principal, Oakland High School, Maine, 1919-24; Principal, Freeport High School, Maine, 1924-31; Graduate work Harvard University, 1931-32.

English

FRED PARKER HAMILTON PIKE

A.B. Colby, 1898; Graduate study Johns Hopkins University, 1903-05; Instructor in Modern Languages in private preparatory schools, 1899-1908; Instructor in French, Public Latin School, Boston, 1908-32.

French and German

CHESTER FLINT PROTHERO

Ed.M. Harvard University, 1931; Instructor Powder Point School, Duxbury, Mass., 1922-25; Instructor Tabor Academy, Marion, Mass., 1925-26; Instructor Allen School, West Newton, Mass., 1926-27; Instructor Dummer Academy, South Byfield, Mass., 1927-30; Instructor in Beaver Country Day School, Chestnut Hill, Mass., 1930-32.

Biology

CHARLES FREEMAN SEAVERNS

Harvard University, 1915-17; Instructor in Mathematics and Drawing, Huntington School for Boys, Boston, 1914-19; Instructor, Everett High School, 1925-32.

Mathematics and Mechanical Drawing

PHILIP BALDWIN SKERRYE

A.B. Harvard University, 1920; Instructor in History, Provincetown High School, Mass., 1921-22; Instructor in History, Dummer Academy, South Byfield, Mass., 1922-30; Instructor in History, Malden High School, Mass., 1930-31; Graduate study Harvard University, 1931-32.

English and History

ALFRED LORING SKINNER

A.B. Harvard University, 1919; Instructor in Mathematics, North Andover, Mass., 1919-22; Instructor in Mathematics, Huntington School for Boys, Boston, 1922-32.

Mathematics

ROBERT HOLLAND TAIT

B.A. Oxford University, England, 1913; B.C.L. Windsor College, Canada, 1914; Overseas service with British Army, 1914-18; Practice of Law, 1919-23; Editorial work, 1923-30; Representative of Newfoundland Government, 1930-32.

French

WILLIAM GREENE WILKINSON

A.B. University of Kentucky, 1924; Graduate study McGill University, Canada; Graduate study Montcel, France; Instructor in Modern Languages, University of New Hampshire, 1925-29; Instructor in Modern Languages, Huntington School for Boys, Boston, 1929-32.

French and Spanish

DANIEL P. A. WILLARD

B.S. University of New Hampshire, 1913; Principal, Edgartown High School, Mass., 1913-14; Submaster, Braintree High School, Mass., 1915-16; Instructor in Social Sciences, Newton High School, Mass., 1916-32.

Social Sciences

E. VICTORIA PETERSON, *Secretary*
MARGUERITE FRANCES JACKSON, *Recorder*
DOROTHY SPOONER, *Bookkeeper*

WHY STOP LEARNING?

IT is a common belief that the enormous increase in high school attendance is due to the great desire of the American people for higher education. That is only partially true. The great additions to our school population have been primarily due to the fact that commerce and industry had few or no places for the young man or woman between 15 and 18 years of age. In other words, Industry has driven many young men and women to school. Furthermore, industry now has more places where a high school education can be used to advantage or where a high school graduate will prove superior to one who has not had such training. Hence, two factors have combined to make it almost imperative that a man or woman who hopes for any security in industry obtain at least a high school education. Industries, towns, and cities have all realized this fact, as witnessed by the increased opportunity for further education provided by public school systems, either alone or in cooperation with large industrial organizations.

In fact, many industrial organizations have their own educational departments devoted to vocational and educational training. To those of all ages who are employed during the day there are evening educational opportunities whereby such persons may improve themselves for advancement or may equip themselves for greater security in their present positions in the event of an industrial depression such as we are passing through.

It now has been conclusively proved that even in times of prosperity the absence of a high school education results in thrusting men and women into blind-alley occupations from which there is apparently no escape except by means of further education and training.

COLLEGE ENTRANCE

FURTHERMORE, there are now facilities for young men and women whose high school education was disrupted for any reason whatsoever to resume their education and, if they so desire, to proceed to enter either a day or evening college. A liberal education and entry to the professions of law, medicine, dentistry, theology, or business are available to those who have sufficient energy, ambition, initiative, and industry to sacrifice part of their leisure time for the benefits that will accrue in later years to those who have attained some degree of scholastic proficiency. To those women who wish to enter the Hospital Training Schools an opportunity is provided to meet the entrance requirements and to enter upon an honorable and profitable work.

GENERAL EDUCATION

THERE must be many, too, who realize that there is a vast difference between "Schooling" and "Education," and who are now dissatisfied because of their meager knowledge and because their former training has not made them socially efficient. They wish to know more about the physical world around them; they desire some general knowledge of the sciences such as chemistry and biology; they want to know about human relations and the solution to the problems of poverty and crime; they want to know how the business world is organized and the part that economics plays in it; finally, perhaps they want to know something of the operations of the human mind and to develop their own philosophy of life. All these things they can do by obtaining a general high school education and carrying on their studies, little by little, realizing that we are always learning and that education goes on as long as life lasts.

LINCOLN PREPARATORY SCHOOL

IN Metropolitan Boston the Lincoln Preparatory School provides an opportunity to men and women of all ages and occupations to discuss their whole educational problem with a school officer and embark on an educational program suited to individual needs and ambitions. Furthermore, all this may be done at convenient evening hours, *without the necessity of leaving one's present employment.* Here one may obtain a standard high school training for general education or for college entrance. The school has been in operation since 1898 and since 1924 has enjoyed the privilege of being on the accredited list of the New England College Entrance Certificate Board, a distinct honor in the case of an evening school, and the only evening school in New England to be so recognized. The faculty prides itself on the personal element it infuses into its work and makes every effort to deal with the individual student's problem. There is no obligation whatever in making an appointment for the full discussion of a student's educational problems and interviews are welcomed. The school is not operated as a business enterprise as are most private schools but is part of a University system which devotes all of its resources and energies to serving its students effectively.

Physics Laboratory

Study Hall

HISTORICAL STATEMENT OF NORTHEASTERN UNIVERSITY

THE incorporation of Northeastern University marked an important epoch in the history of one of the most useful educational institutions in America. The University is the realization of a well-defined ideal carefully worked out and persistently followed for many years.

The churches of America, early in their life and development, realized the necessity for higher education conducted under Christian auspices. As a result, there are scattered all over the United States colleges and universities which were established by the various religious denominations:—notable among these being the Methodist, Baptist, Roman Catholic, and Presbyterian institutions, including in New England among others such colleges and universities as Boston University, Boston College, Brown University and Tufts College.

It was natural, therefore, that when the Young Men's Christian Association was established in 1851 by young men representing the various religious denominations, there should have been undertaken evening educational courses for young men as an aid in their all-round development. It was not, however, until 1896 that the Association laid the foundations upon which Northeastern University has been built. At that time it became evident that adults desired a more thorough and complete educational opportunity than had thus far been available to them. Gradually the courses were increased in number, grouped into separate schools and placed under the charge of full-time executives. Finally in 1916, the Young Men's Christian Association authorized as an essential step in the evolution of the institution the incorporation of Northeastern University. This incorporation gave to the University its charter, providing for its Board of Trustees and carrying with it by later enactment broad degree-granting powers.

The evening School of Law, established in 1898, was incorporated in 1904 with degree granting power. Founded in 1907, the evening School of Business, formerly known as the School of Commerce and Finance, confers the degrees of Bachelor and Master of Business Administration. The day School of Engineering was opened in 1909 and confers the Bachelor of Science degree. The day School of Business Administration was opened in 1922, and also grants the Bachelor of Science degree. The University opened in 1927 a new evening school known as the Lincoln Institute which includes the work in engineering fields formerly offered by the Northeastern Evening Polytechnic School, the latter having its beginnings in 1904. In 1931, as part of the Lincoln Schools group of Northeastern University, there was established the Lincoln School of Liberal Arts offering individual subjects of a cultural nature and a four-year junior college program leading to the degree of Associate in Arts. The Lincoln Preparatory School, formerly known as Northeastern Preparatory School, offers preparatory school work in the evening, leading especially to college admission. This School had its beginnings in 1898. The Huntington Day School for Boys, one of the leading college preparatory schools in the country, was established in 1909 and is conducted under the auspices of the University.

HISTORICAL STATEMENT OF LINCOLN PREPARATORY SCHOOL

The Lincoln Preparatory School, formerly called the Northeastern Preparatory School, was founded in 1897 to meet the demand for instruction by men who were employed during the day and whose only opportunity for study lay in evening classes. At first, courses were for the most isolated subjects of a cultural nature or intended to assist men in various trades or occupations to perform their work more satisfactorily, and, perhaps, to earn promotion as a result of their studies. Gradually the courses were coordinated into a regular high school program and a standard high school diploma was awarded. In 1925 women were admitted on the same basis as men. The courses offered have been and are being constantly improved and since 1924 the school has been accredited by the New England College Entrance Certificate Board, a marked distinction in the case of an evening school and an expression of confidence that day school standards are maintained. The school today offers curricula in the general, commercial, scientific, and technical fields, in addition to offering special preparatory courses for the nursing profession.

The enrollment has increased from fewer than fifty students to almost a thousand, of whom one-fifth are women. The faculty has been increased until it now numbers twenty-five or thirty men of wide experience and training, drawn from the leading day preparatory and high schools. The marked success of the school has been due to the seriousness and earnestness of the students, the expertness of the teachers and their sincere interest in the welfare of their students.

AIM OF THE SCHOOL

The aims of the Lincoln Preparatory School may be classified as follows:

(a) The offering of educational opportunities to students of both sexes by methods of instruction carefully adapted to the needs of adult students.

(b) The providing of this instruction, at convenient evening hours, so that the student need not leave his or her present employment while obtaining an education.

(c) The conducting of the school work on such a high qualitative plane that those students who wish to prepare for college may be adequately prepared for entrance examinations, or for entrance on certificate if their ability and performance warrant.

(d) The offering of commercial work to those who plan to enter the field of business either directly, or after further study in a College of Business.

(e) The offering of a general program to those who do not plan to enter college that they may develop a taste for the better things in life and that they may advance to a larger personal growth.

(f) The selection of the most competent and experienced faculty available.

(g) The maintenance of the excellent work which has earned for the school the approval of the New England College Entrance Certificate Board.

(h) The personal interest of every school officer in the individual problem of the student.

WHO SHOULD ATTEND THE LINCOLN PREPARATORY SCHOOL?

Recognizing the need for an educated democracy, the Lincoln Preparatory School endeavors to be of service to a large number of men and women who have been deprived of educational opportunities or who wish to undertake further study. For this reason fees are kept as low as possible, consistent with sound educational procedure, and courses have been arranged so that almost all educational needs of prospective students can be adequately met. Following are some of the groups of persons who can derive considerable benefit from the courses offered in this school:

(a) Men and women who left grammar school or high school to go to work and now wish to secure a high school education while retaining their present employment.

(b) Men and women employed in business and industrial organizations who desire to prepare themselves for more responsible and remunerative positions by pursuing a program of study which meets their needs.

(c) Men and women who feel that their present education is inadequate, and that they are not deriving the maximum benefit from life as they live it.

(d) Men and women who wish to complete their high school education in the shortest possible time consistent with high educational standards.

(e) Men and women who wish to enter higher institutions of learning, colleges and professional schools, either by a certificate or entrance examination, and who are not able to go to day high school.

(f) Men and women at present in college who have conditions that they wish to remove.

(g) Men and women who wish a training in the elementary principles of business.

(h) Men who wish preparatory training for evening engineering courses.

(i) Women who wish to prepare to enter the nursing profession.

No student who has needs similar to those outlined above should hesitate about entering the Preparatory School because of age. The age of the students range from sixteen to fifty-one. The school is specifically designed for adults, and results indicate the educational success of students regardless of age.

ALUMNI

The Alumni of the Lincoln Preparatory School are excellent witnesses of the work the school has done and is doing. One of our greatest rewards is the satisfaction of receiving from our former students, in the form of letters and personal visits after they have left school, their thanks and appreciation for our efforts. Many men and women prominent in the commercial and industrial world obtained their high school education here. In addition to these, alumni of the school are to be found in many colleges and universities scattered across the country. Not only are they to be found there, but generally they are making excellent records, surpassing in many instances students who enjoyed the advantage of day high or preparatory school preparation. The most recent reports obtained in February 1932 are particularly gratifying. The following colleges, among others, have among their students alumni of the Lincoln Preparatory School: Harvard, Yale, Massachusetts Institute of Technology, Boston University, Tufts, Wesleyan, Northeastern, University of Illinois, Simmons College, Columbia, Norwich, Bowdoin, University of Maine, and University of Alabama. In addition, many hospitals have in training or on their permanent staffs former students of the Lincoln Preparatory School.

FACULTY

In an evening school it is particularly essential that none but men of wide experience and high ideals be appointed to the faculty. Accordingly the faculty of the Lincoln Preparatory School has been very carefully chosen, all its members being graduates of the leading colleges and universities. They are men of culture and high ideals who are in sympathy with evening school students and understand their aims. They have had excellent training and wide experience in the subjects which they teach. Most of them have served with the institution for many years, and as a result of their personal devotion to the cause of education and their appreciation of the work this school is attempting, are naturally interested in its aims and success. The average length of the teaching experience of faculty members is fifteen years. All of them are at present employed in the high and preparatory schools in Boston and vicinity or are engaged in graduate study.

STUDENT BODY

The students of the Lincoln Preparatory School are men and women of earnest purpose, who have come to recognize the value of education but who through force of circumstances have been unable to complete a high school course. The ages of the students range *from sixteen to fifty-one* with the average *age twenty-four*. This fact proves conclusively that at all ages educational opportunities may be used to increase personal satisfaction through the development of a taste for the better things in life or to bring about material advancement and increased financial rewards. Some students are attempting to increase their vocational opportunities; some are completing a high school education begun elsewhere but interrupted; some are beginning here their high school work; some are adding to their training cultural or practical subjects which were formerly omitted from their training. In fact, the school is ready to serve students of all ages at a point where they need real service.

The student body represents also men and women from all walks of life as may be seen from the occupational distribution given below.

OCCUPATIONAL SURVEY OF STUDENT BODY

THE following occupations are represented in the school body during the school year 1931-32:

Clerks	70	Bricklayers	2
Nurses	48	Draftsmen	2
Salesmen	27	Foresters	2
Secretaries	13	Telegraphers	2
Chauffeurs	10	Timekeepers	2
Housewives	8	Messengers	2
Mechanics	7	Operators	2
Printers	7	Hairdressers	2
Office Boys	7	Watchmakers	2
Cleaners	6	Sculptor's Model	1
Machinists	6	Dressmaker	1
Waiters	6	Librarian	1
Managers	6	Army Officer	1
Teachers	6	Minister	1
Musicians	5	Silversmith	1
Laborers	5	Optician	1
Carpenters	5	Monotypist	1
Electricians	4	Shoe Maker	1
Inspectors	4	Dental Mechanic	1
Bookkeepers	4	Foreman	1
Domestics	4	Janitor	1
Stenographers	4	Meat Cutter	1
Jewelers	3	Barber	1
Stockmen	3	Cabinet Maker	1
Gardeners	3	Engineer	1
Plumbers	3	Contractor	1
Painters	2	Grocer	1
Shippers	2	Mail Carrier	1
Porters	2	Florist	1
Supervisors	2	Orderly	1
Waitresses	2	Miscellaneous	12
Factory Workers	2	Unemployed	86

THE following list of towns indicates the area from which the students of the school year 1931-32 came:

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Abington	3
Allston	6
Arlington	10
Assinippi	1
Attleboro	1
Auburndale	3
Beachmont	1
Belmont	4
Beverly	3
Boston	72
Brighton	8
Brockton	3
Brookline	19
Cambridge	23
Chelsea	8
Concord	1
Dedham	4
Dorchester	30
East Boston	7
East Milton	1
East Walpole	2
Everett	8
Fall River	1
Framingham	1
Greenwood	1
Gloucester	1
Haverhill	2
Holliston	1
Jamaica Plain	16
Lawrence	3
Lexington	2
Lowell	4
Lynn	6
Lynnfield Center	3
Malden	14
Mansfield	1
Marlboro	1
Mattapan	7
Maynard	1
Medford	8
Melrose	2
Methuen	1
Middleton	1
Milton	2
Needham	1
New Bedford	1
Newton	6
Newton Centre	6
Newton Upper Falls	1
Newtonville	4
North Abington	1
North Billerica	1
North Weymouth	2
Norwood	10
Quincy	4
Reading	4
Revere	2
Roslindale	4
Roxbury	34
Salem	1
Saugus	2
South Boston	7
Somerville	13
Stoughton	1
Swampscott	2
Taunton	1
Tewksbury	1
Waban	1
Wakefield	2
Waltham	5
Watertown	4
Waverly	10
Wellesley	1
West Medford	1
West Roxbury	4
West Somerville	2
Wilmington	1
Winchester	5
Winthrop	2
Woburn	5
Wollaston	1

INFORMATION REGARDING ADMISSION

ADMISSION REQUIREMENTS

ANY man or woman of good moral character, regardless of occupation, race or creed, who has completed at least six grades of a grammar school, or the equivalent, may enroll in the school.

Courses adapted to the needs and education of such applicants are offered each term. It is not advisable, however, for one younger than fifteen years of age to register, for the courses are adapted to those who are more mature and are physically able to work during the day and to study at night.

Students who do not intend to enter higher institutions of learning may select from the offering of courses a special combination of subjects which will benefit them in the work in which they are engaged during the day. Before enrolling for such subjects, students are urged to see the Principal, explaining the particular nature of the employment in which they are engaged, so that he can arrange the course best suited for their needs. Special combinations of courses may be selected to embrace business, science, or special technical work.

ADMISSION WITH ADVANCED STANDING

Students who have completed any high school work in other approved institutions may obtain credit for that work towards the diploma of this School by presenting a certified transcript of record from the school previously attended.

LATE REGISTRATION

Students should avoid late registration. It is of fundamental importance that they be present at the first class sessions if they are to be successful in their studies for the year. Those who find it necessary to register late may be permitted to enter the School provided they have not lost so much work as to render it impossible for them to proceed with the courses.

One of the Class Rooms

Class in Mechanical Drawing

TUITION AND OTHER FEES

Full Courses

One subject $30.00 (one half payable at registration; one half payable at mid-term).

Two or more subjects $30.00 per subject (payable in equal monthly installments throughout the duration of the term).

For students entering in September the duration of a full course is 32 weeks. During the Winter and Summer Terms, however, the courses are abbreviated to 20 weeks and 16 weeks respectively, but the work is carried on more intensively and the same ground is covered, primarily by means of a longer period in the classroom. Hence, all charges are on a course basis; that is, the cost for every full course is $30, regardless of the term in which it is taken.

Half Courses

One subject $15.00 (payable on registration).

Two or more subjects $15 per subject (payable in equal monthly installments).

The duration of a half course is usually 16 weeks during the Fall and Winter Terms; 12 weeks during the Summer Term.

Special Rates for Sciences

*Biology	$40.00	(Payable in equal monthly installments.)
*Physics	40.00	
*Chemistry	40.00	

*In the case of Biology and Physics there will be added to the first payment a $5 Lab. Fee. In the case of Chemistry there will be added to the first payment a Lab. Fee of $5 and a Lab. Deposit of $5. The unused portion of the latter is refunded after deductions for breakage.

No deduction is made from charges because of late enrollment.

Charges for Partial Attendance

In the event of a student's withdrawal from school, he is charged on a *pro rata* basis for the weeks he has attended. These charges are as follows:

32 week courses — 4% of the total charges for each week of attendance.

20 week courses — 6% of the total charges for each week of attendance.

16 week courses — 8% of the total charges for each week of attendance.

The same charges are applicable in the event that a student abandons a part of his program.

Miscellaneous Fees

The fee for a special examination regularly scheduled is $3.00; for one scheduled irregularly $5.00.

The diploma fee is $3.00.

For rates for special classes or tutoring, apply at office.

Charges for Damages.

Students who damage apparatus in the laboratories or who wilfully destroy school property will be responsible for the replacement of such damaged articles or for the cost of replacing where this is undertaken by the school.

WITHDRAWALS AND REFUNDS

Students who are forced to withdraw from a course or from the school are expected to notify the school office by completing the withdrawal blanks which will be furnished.

Since the school assumes the obligation of carrying the student throughout the year for which he registers, and since the instruction and accommodations are provided on a yearly basis, the Executive Council of the University has ruled as follows:

A. Applications for refunds must be presented within forty-five days after withdrawal from school.
B. Refunds in the case of complete withdrawal from school will be granted by the Committee on Withdrawals for reasons which they deem adequate. Among the reasons deemed adequate are the following:

    (a) Personal illness.
    (b) Change of employment by direction of employer whether in the schedule of time or in place of employment.
    (c) The situation where the student becomes the sole or partial support of the family, so as to make it impossible for him to continue his studies.
    (d) Loss of position.
    (e) Change of residence.
    (f) A voluntary change of employment, the hours or the residence being such that he is unable to continue attendance.

In all the above cases it is expected that a medical certificate, letter from employer, or other appropriate substantiating documentary evidence will be produced by the student.

INFORMATION REGARDING PROGRAM AND GRADUATION REQUIREMENTS

HOURS OF ATTENDANCE

When assigning a program for a student the school officers usually assign work which requires attendance for *only two evenings a week.* Following is the general arrangement for the completion of a course in each term of the school year.

All classes meet between the hours of seven and ten.

Each term a schedule is prepared listing the courses to be offered and the hours at which they meet. A copy may be obtained on request.

Fall term (32 weeks)

One full-unit course requires attendance for one hour twice a week. Students may carry one, two, or three courses during this term.

Winter term (20 weeks)

One full-unit course requires attendance for one and a half hours twice a week. Students may carry one or two full-unit courses during this term.

Summer term (16 weeks)

One full course requires attendance for one and a half hours twice a week. Students may carry one or two full courses during this term.

COURSES OF STUDY

List of Courses Offered (arranged alphabetically)

Algebra 1
Algebra 2
Arithmetic A
Business Arithmetic
*Biology
Bookkeeping
*Chemistry
Commerce and Industry
Business Law
Economics
English A
English C (Conversation)
English 1
English 2
English 3
English 4
French 1
French 2
French 3
Geometry (Plane)
Geometry (Solid)
German 1
Government
History 1 (English)
History 2 (U. S.)
History 3 (European)
History 4 (Ancient)
Latin 1
Latin 2
Latin 3
Latin 4
*Mechanical Drawing
*Physics
Spanish 1
Spanish 2
Trigonometry

*These courses meet only once a week; all other courses meet twice a week, usually on Tuesdays and Fridays.

HOW TO PLAN YOUR PROGRAM OF CLASSES

In choosing subjects each term students should bear in mind:

(a) The requirements for graduation from the Lincoln Preparatory School. These are given on page 25.

(b) The admission requirements of the higher institution they wish to enter. Catalogs of most colleges are on file at the school office. In case of doubt, consult these and talk with the principal.

(c) The special requirements for various professions and vocations.

(d) Their special interests in case courses are chosen from the cultural point of view.

It is especially important to meet the requirements for graduation so that a diploma may be obtained. Most colleges not only require fifteen units of high school work, but also insist that the student be a graduate of a recognized high school. Moreover, in business and in everyday life it means infinitely more to say one is a high school graduate than merely to say one has completed fifteen units of high school work.

THE UNIT SYSTEM EXPLAINED

Frequent reference is made in this catalog to "units" and that there may be no misunderstanding in the minds of students, this explanation is offered. A unit of high school credit is given upon the satisfactory completion of the work of one school year in a single standard subject, the equivalent of which is covered by this school in thirty-two weeks or in the intensive courses of twenty and sixteen weeks offered in the Winter and Summer Terms respectively. The following exceptions are to be noted: (a) Four full courses in English total three units towards graduation or towards college entrance; (b) Algebra 2, while a sixteen-week course carries one unit of credit.

HOW LONG WILL IT TAKE TO OBTAIN A DIPLOMA?

The flexible schedule and the twelve months' operation of the Lincoln Preparatory School enable a student to save considerable time. The exact time that it will take to obtain a diploma is dependent upon credit from former institutions attended, hours available for study, and the number of courses pursued. A student who begins his high school work in the Lincoln Preparatory School can complete his course in from three to five years. However, it is urged upon students that *a high school education is a matter of accomplishment and not a matter of time,* and the school insists on a high standard of accomplishment.

ADMISSION TO COLLEGE

Since the Lincoln Preparatory School offers a regular course for those who wish to enter college, a student, according to his record and his plan of procedure, may enter college in one of the following ways:

(a) **By diploma.** Certain colleges will admit students on the diploma from this school. Among these colleges are all those that accept a standard high school diploma.

(b) **By examination.** A few colleges, notably Harvard, Yale, and the Massachusetts Institute of Technology, require certain examinations from all candidates. This school prepares students for those examinations.

(c) **By certificate.** The school is accredited by the New England College Entrance Certificate Board. Some of the colleges which accept the certificate of this school are Amherst, Bates, Bowdoin, Colby, Massachusetts Agricultural College, Clark, Middlebury, Tufts, Wesleyan, and Williams. Generally speaking, *institutions that accept students by the certificate method will accept the certificate of this school. The certificate grade is 80%.*

REQUIREMENTS FOR GRADUATION

The diploma of the Lincoln Preparatory School is granted on the completion of fifteen units of work, of which at least four must have been earned in the Lincoln Preparatory School. In addition, each student must have completed in this school or elsewhere the required subjects for the diploma for which he is a candidate.

The school offers two different types of diploma, the College Preparatory Course Diploma, and the General Course Diploma.

College Preparatory Diploma

CLASSICAL COURSE

College Preparatory Course in preparation for admission to a Liberal Arts College.

Required:

	Units
College Preparatory English	3
Algebra	2
Plane Geometry	1
French, German, or Spanish	2
Physics or Chemistry	1
U. S. History	1
	10

Language and Mathematics requirements vary somewhat for entrance to the different colleges. This is especially true of the Latin requirements. Some colleges require three entrance units in either French or German. It is the student's responsibility to meet the requirements of the college he elects to enter.

Elective:

The remaining five units may be selected from the following:

Latin	1 *to* 4 *units*	Trigonometry	½ *unit*
French	1 *to* 3 *units*	Solid Geometry	½ *unit*
Spanish	1 *to* 3 *units*	Physics	1 *unit*
German	1 *to* 3 *units*	Chemistry	1 *unit*
History	1 *unit*	Biology	1 *unit*

or any other recognized subject which has the approval of the Principal.

This course prepares for entrance to such colleges and universities as Harvard, Yale, Dartmouth, Bowdoin, Tufts, Amherst, Wesleyan, Boston University, and Princeton.

SCIENTIFIC COURSE

College Preparatory Course in preparation for admission to a Scientific College.

This course is for those who contemplate entrance to such institutions as Massachusetts Institute of Technology, Cornell, University of Maine, Worcester Polytechnic Institute, Tufts Engineering, Northeastern Engineering, etc.

Required:

	Units
College Preparatory English	3
French, German, or Spanish	2
Algebra	2
Plane Geometry	1
Physics or Chemistry	1
U. S. History	1
Solid Geometry	½
Trigonometry	½
	11

Language and Mathematics requirements vary somewhat for entrance to the different colleges. It is the student's responsibility to meet the requirements of the college he elects to enter.

Elective:

The remaining four units may be selected from the following:

French	1 *to* 3 *units*	Biology	1 *unit*
Spanish	1 *to* 3 *units*	Mechanical Drawing	1 *to* 2 *units*
Latin	1 *to* 4 *units*	Physics or Chemistry	1 *unit*
German	1 *to* 3 *units*	History	1 *unit*

General Course Diploma

The General Course prepares one to occupy a position in business life and also, if the right selection of subjects is made, to enter certain colleges. A wide selection of subjects is possible but choice of many college preparatory subjects should be made.

Required:

	Units
College Preparatory English	3
Algebra 1	1
U. S. History	1
Physics, Chemistry, or Biology	1
	6

Elective:

The remaining nine units may be selected from the following:

French	1 *to* 3 *units*	Solid Geometry	½ *unit*
Spanish	1 *to* 3 *units*	Physics	1 *unit*
Latin	1 *to* 4 *units*	Chemistry	1 *unit*
German	1 *to* 3 *units*	Biology	1 *unit*
History	1 *unit*	Mechanical Drawing	1 *to* 2 *units*
Economics	1 *unit*	Music	1 *unit*
Bookkeeping	1 *unit*	Civics	1 *unit*
Commercial Law	½ *unit*	Physiology and Hygiene	
Business Arithmetic	½ *unit*	General Science	1 *unit*
Plane Geometry	1 *unit*	Public Speaking	1 *unit*
Trigonometry	½ *unit*	Agriculture	1 *unit*

or any other recognized subject which has the approval of the Principal.

One of the Class Rooms

Chemistry Laboratory

SPECIAL PROGRAM FOR CANDIDATES FOR THE NURSING PROFESSION

While the school urges all students to pursue a high school course to its completion to have an adequate basis on which they may perform satisfactory professional work, there are those who, by force of circumstances, are compelled to begin their professional studies with a minimum of delay. Accordingly the school has arranged an introductory course embracing the subjects necessary for admission to professional training for nurses. This course may be completed during a school year. Following are the subjects.

English
History or Foreign Language
Biology
Algebra

It is to be noted that this program prepares for admission to only those hospitals which demand one year of high school work for admission to the training course. Some hospitals require two, some three, and some four years of high school work as a prerequisite to entering a training school for nurses. Each candidate is urged to ascertain exactly the entrance requirements of the institution she wishes to enter. This school will then plan a program to meet her individual needs.

Most training schools in Massachusetts are conforming to the requirements of the Board of Regents of the State of New York.

This Board has ruled that after July 1, 1932 the preliminary education requirement is four years of high school or its equivalent. In addition, the following are prescribed subjects:

English, 4 years	3	units
Two sciences	2	"
Mathematics, one year	1	"
History, one year	1	"
Government or Civics, one-half year	½	"
Electives	7½	"
Total	15	"

The work conducted by the Lincoln Preparatory School is acceptable to Massachusetts hospitals and to the State Board of Registration in Medicine.

OUTLINES OF COURSES

Note: The courses of the School are arranged in "units."

A unit is ordinarily the amount of work covered in a single subject taken four or five times a week for a year in a standard day high school.

In this School a unit may be covered in each subject in thirty-two weeks. See page 24 for explanation of unit system.

Students carry one, two or sometimes three subjects at a time. Fifteen units, properly selected (see pages 25 and 26), are required for graduation.

The Lincoln Preparatory School reserves the right to change the arrangement of courses, the requirements for graduation, tuition fees, and other regulations affecting the students. Such regulations will affect both old and new students.

ENGLISH

The fundamental purposes of the department are to give the student efficient training in grammar in order to afford a sound basis for correct speech and writing; to instill correct principles of constructing sentences and paragraphs; to help him enlarge his vocabulary and to acquire an interest in words; to train him in the elements of logic as related to the organization and expression of thought; to teach him how to study; to impart an elementary knowledge of the types and the history of English literature; and to aid him in forming a taste for good literature and a genuine appreciation thereof.

English A.* This is an elementary course for the student who, not having completed grammar school, desires to prepare himself for English courses of high school grade. It is concerned mainly with elementary grammar and sentence-structure.

English 1. This course comprises a review of the parts of speech, with parsing and other exercises; spelling and punctuation; elementary principles of sentence- and paragraph-structure, with diagramming and other exercises; frequent compositions; and a study of simple prose and poetry. This course is equivalent to the first year's work in English in a standard day high school.

English 2. This course consists of a rapid review of the parts of speech and sentence-structure; a somewhat detailed study of the sentence as a unit of expression; punctuation as related to sentence-structure; an elementary study of the paragraph; frequent illustrative exercises, and compositions; and a study of several types of literature. This course is equivalent to the second year's work in English in a standard day high school.

English 3. This is an advanced course in composition including precis-writing and the structure of paragraphs and sentences. There is a rapid review of grammar and punctuation. The essay, the drama, and the short-story are studied in some detail. This course is equivalent to the third year's work in English in a standard day high school.

English 4. This is a college-preparatory course in composition and literature, with a thorough review of the fundamentals, and special attention to the classics prescribed by the College Entrance Examination Board for intensive study. This course is equivalent to the fourth year's work in English in a standard day high school.

English C. (Conversation.)† This is a practice course for foreign-born students who wish to overcome difficulties in English and for those others who wish to benefit from the work conducted. Its purpose is to develop accurate enunciation, to cultivate good voice support, to promote ease and grace in reading and speaking, to add new words and idioms useful in ordinary conversation, to minimize errors in spelling by thorough drill in phonetics, to train the ear in quick appreciation of spoken English by practice in taking down dictation.

*This course carries credit for eighth grade work in English.

†This course does not carry credit towards the Preparatory School diploma.

LATIN

Exercises in translation at sight begin with the first lessons in which Latin sentences of any length occur, and continue throughout the course to insure correct methods of work on the part of the student. In the translations of passages from the Latin, the use of clear and natural English is insisted upon. Reading aloud is encouraged. The work in Latin Composition aims to give the student a thorough knowledge of the fundamental principles of Latin syntax. It has been found advantageous to use a double system of note-books, calling for special written work from the student. This work deals with Latin forms, principles of Latin syntax, writing of English-Latin sentences, and finished translations of selected passages from the Latin. These courses in Latin fulfill the requirements of college entrance examinations.

Latin 1. Exercises in translations, English-Latin, Latin-English. Drill in Latin forms, drill in Latin syntax. The course aims to give the student a thorough knowledge of the fundamental principles of Latin syntax. It is equivalent to the first year's work in Latin in a standard day school.

Latin 2. The Latin reading is not less in amount than Caesar, Gallic War, I-IV. This amount of reading is taken from Caesar (Gallic War and Civil War), Nepos (Lives), Aulus Gellius, Eutropius, Phaedrus, Quintus Curtius Rufus, and Valerius Maximus, or books of selections containing some of these with other authors of prose works. Special attention is given to sight translation, to vocabulary study, to the Latin Word List, which contains those words the student is expected to know at the end of two years of the study of Latin. There is continued drill in Latin syntax and in Latin forms. This course in second year Latin aims to meet the needs of those students who plan to enter colleges that require only two years of Latin.

Latin 3. The Latin reading is not less in amount than Cicero, the orations against Catiline, for the Manilian Law, and for Archias. This amount of reading is selected from Cicero (orations, letters, and De Senectute), Sallust (Catiline and Jugurthine War). The reading for the year includes selections from such authors as Pliny, Livy, or books of selections containing these and other authors of prose works. Special attention is given to the study of passages of Latin prose set for comprehension. The course aims to cultivate in the student the ability to render unseen passages of Latin prose into clear and natural English, as well as the ability to write simple Latin prose. Due attention is given, therefore, to vocabulary study, to the Latin Word List, which contains those words the student is expected to know at the end of three years of the study of Latin. The political and social life in Rome in the time of Cicero is studied. It is equivalent to the third year's work in Latin in a standard day school.

Latin 4. The reading is not less in amount than Virgil Aeneid, I-IV. This amount of reading is taken from Virgil (Bucolics, Georgics, Aeneid), Ovid (Metamorphoses, Fasti, and Tristia), or from books of selections containing poems or extracts from other poets. Special attention is given to the study of passages of Latin verse set for comprehension. The course aims to cultivate in the student the ability to render unseen passages of Latin verse into clear and natural English, as well as the ability to write simple Latin prose. Due attention is given, therefore, to Latin forms, Latin syntax, to vocabulary study, to the Latin Word List, which contains those words the student is expected to know at the end of four years of the study of Latin. Literary and historical allusions, prosody, and questions on subject matter are studied. This course is equivalent to the fourth year's work in Latin in a standard day school.

FRENCH

The courses in French are planned with the purpose of giving the students (1) an appreciative comprehension of French, both as literature and as a spoken language; and (2) a sufficient knowledge to fit them for advanced work. The essentials of the grammar are mastered by continued drill and constant application. The attainment of good pronunciation receives careful attention, and from the beginning the student is trained to understand spoken French.

French 1. The text books are "Elementary French" by Aldrich-Foster-Roulé, and Spink's "Le Beau Pays de France."

1. Pronunciation. Reading aloud. Oral Practice.
2. Grammar. Practice in the form and use of nouns, pronouns, adjectives, regular and some common irregular verbs.
3. Translation. Much oral and written translation of English into French, and oral translation of French into English. This course is equivalent to the first year's work in a standard day high school.

French 2. "Elementary French" by Aldrich-Foster-Roulé is continued and should be completed, covering the elements of grammar and syntax, with great emphasis upon forms and practice in their use in written composition. Frequent review lessons help to make the student familiar with the essentials.

Translation and reading of modern French prose of moderate difficulty. Books of the grade of difficulty of "L'Abbé Constantin," by Halévy, "La Belle Nivernaise," by Daudet, and "Le Voyage de M. Perrichon," by Labiche and Martin, are read. This course is equivalent to the second year's work in a standard day high school.

French 3. Carnahan's French Review Grammar is used for translation into connected prose. Buffum's "French Short Stories" and some of the French classics, are read and translated. This course is equivalent to the third year's work in a standard day high school.

SPANISH

It is intended in the first year that the student shall master thoroughly basic forms and the elementary grammar principles, acquire a correct pronunciation by considerable oral drill, learn to write, understand, and speak simple Spanish through composition, dictation, and conversational exercises of graded difficulty, and develop some facility in reading and translating examples of Spanish literature.

In the second year fundamentals of grammar are thoroughly reviewed and the student's vocabulary broadened by more difficult reading. Practice in the use of idiomatic Spanish is continued by means of exercises in composition and conversation.

Spanish 1. Hills and Ford "First Spanish Course" is used as a grammar and composition book. Forms, vocabulary, and drill in grammar principles are stressed.

Simple collections of short stories are read at first such as "Cuentos Contados" by Pitarro and Green, followed by somewhat more difficult tales and plays like "Zaraqüeta" by Carrión and Aza, "El Pájaro Verde" by Valera.

This course is equivalent to the first year's work in a standard day high school.

Spanish 2. Hills and Ford "First Spanish Course" is reviewed and completed. Emphasis is placed upon the accuracy of the student's composition work and mastery of the verbs, both regular and irregular. Hills and Reinhardt's "Spanish Short Stories" is used as an introduction to modern Spanish literature.

GERMAN

The aim of the first year is to enable the student to acquire a correct pronunciation, to gain a complete mastery of fundamental grammatical forms and principles, and to get a vocabulary that will make it possible to read simple German texts intelligently.

German 1. Wesselhoefft's "Elementary German Grammar" and Guerber's "Märchen und Erzählungen II" are used. Practice in pronunciation and in speaking and writing simple expressions. Emphasis is placed on accuracy in forms and acquiring a vocabulary. This course is equivalent to the first year's work in a standard day high school.

HISTORY, GOVERNMENT, ECONOMICS

The aim of the department is to give a broad knowledge of vital conditions in the growth of the leading countries of the world. This includes the study, not only of important historical facts, but more especially of the progress of development in government, society, business, religion, and education. The past is studied that the present may be better understood.

History 1. The roots of American History lie in England. This course, which comprises a survey of English History, deals with the major and interesting problems in the development of the English-speaking people—among others the welding and organization of the nation, the growth of Parliamentary government, the establishment of colonies across the seas, and the agrarian and industrial revolutions.

History 2. A careful and comprehensive study is made of United States History, including not only the story of earlier times but also an analysis of events from the Civil War down to and including our own times. Special reference is made to the social and industrial development of the country, economic progress, sources and effects of immigration, and of American government. Recent history is stressed in order to introduce present day problems.

History 3. This course comprises a study of Europe from the beginning of the reign of Louis XIV. A study is made of the development of the principal powers, of democratic, economic, and social tendencies, and international relations leading to the World War with subsequent problems. No study is made of medieval times except references by instructor.

History 4. This course devotes one term to the study of the Ancient Orient and Greece as far as the death of Alexander and the break-up of his empire, with the expansion of Greek culture in the Mediterranean world. The second term is devoted to the study of the history of Rome to the year 476 A.D. The course emphasizes the characteristic elements of these civilizations. The work calls for the study of an accurate historical text-book, in which not less than 500 pages of text are devoted to the particular subject. Special attention is given to map study. The work is supplemented by a topical study of outstanding phases of the history of the period, including growth of institutions, historic characters, outstanding events and periods. The work calls for consultation of standard writers on Ancient History, especially books of Readings in Ancient History. The aim of the course is to meet the needs of those students who are seeking a general knowledge of the subject as given in a High School, to prepare students for the examinations that are given by the College Entrance Examination Board as defined in the Definition of Requirements, published by the Board.

Government 1. The forms of our local and state governments are taken up first. These are followed by a careful analysis of the Constitution of the United States, showing the relationship of the executive, legislative, and judicial branches of our National Government.

During the second semester a study is made of the principal nations of Europe, and in addition the smaller nations where innovations may make investigation of governmental methods worth while. Because of constant comparison with United States Government, Government 1-A is a prerequisite.

Economics 1. The origin and development of our industrial system, and an analysis into its component parts, together with the economic phenomena accompanying them. It is intended to make economics of practical value in everyday life.

During the second semester the course embraces the reform and improvement of our industrial system: taxation, the tariff, international trade, transportation, labor and capital, public ownership, wages and profits, and other current economic problems are treated.

MATHEMATICS

The courses in mathematics are planned to meet the needs of all secondary students. They afford an opportunity for preparation in the mathematical processes which are necessary for success in industrial, commercial, or professional careers. They are intended (1) to acquaint the student with such mathematical processes and methods as he is most likely to need in the successful pursuit of other studies and in the various trades and occupations: (2) to prepare the student for the successful pursuit of the more advanced branches of mathematics in technical schools and colleges.

Arithmetic A.* This is an elementary course on the four fundamental operations, factors, and simple processes in preparation for Arithmetic 1-A.

Arithmetic 1. For a description, see Commercial Subjects.

Algebra 1. The essential operations of algebra to quadratics are covered. The emphasis is on the fundamental principles. This course meets College Entrance Board requirements.

Algebra 2. This course is designed for students who have acquired the fundamental principles. It meets College Entrance Board requirements.

Geometry 1. The five books of Plane Geometry are studied. The numerous original exercises stimulate the power to reason clearly and to derive logical proofs. Special attention is given to those who expect to take college entrance examinations. This course meets College Entrance Board requirements.

Geometry 2. This course comprises the standard theorems in solid and spherical geometry. Stress is laid upon numerical exercises involving mensuration of solid figures. The work is designed primarily for those who are preparing for college. This course meets College Entrance Board requirements.

Trigonometry 1. This course is intended for those who wish to offer trigonometry for college entrance, or for those who intend to take up engineering.

DRAWING

Mechanical Drawing 1. The fundamentals, such as lettering, geometrical problems, orthographic projections, and development and intersection of surfaces, are covered. Much attention is given to the proper use of the various drawing instruments. A credit towards college entrance will be granted upon the completion of sixty-five problems taken from French and Svenson's "Mechanical Drawing for High Schools." All the work is individual and admits of progress according to the student's ability.

SCIENCE

Biology 1. The course aims to survey the major divisions of the science of living matter and to acquaint the student with the occurrence, anatomy, and physiological activity of both plants and animals. The economic significance of the several groups of organisms is stressed with the purpose of indicating the intimacy of their relation to human affairs.

The lectures serve also to correlate the textual material with the study of the laboratory specimens, furnished either in a fresh or preserved condition. These include typical forms illustrating the development series of algae through flowering plants, of protozoans through vertebrates. The gross dissections are supplemented by microscopic examination. Careful observation and clear, accurate records are points of training which the student may expect to cultivate.

The course is suggested for those desiring a cultural background in biologic thinking and as a scientific basis for candidates to the nursing and medical professions. An understanding of chemical concepts will assist the student in mastering biological principles.

Physics 1. The work offered in this course covers adequate preparation to meet the College Entrance Board requirements. It aims to encourage in the student a habit of observation, and to develop his ability to think intelligently about simple physical facts, including many such as may be observed in everyday life.

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*This course does not carry credit towards the diploma of the Lincoln Preparatory School.

Mechanics, heat, magnetism and electricity, sound, and light are taken up, each with discussion, demonstration, solution of many numerical problems, and laboratory work done by the student. Approved records of the laboratory work are required.

One aim of the course is to illustrate and teach, in an elementary way, scientific methods of working, which are correct in principle and which may be of use in any scientific work that the student does later.

Chemistry 1. The general purpose of this course is similar to that of Physics 1. The work at the School is divided between lecture room discussion and demonstration of the fundamental principles and facts of chemistry, on the one hand; and, on the other, experimental work in the laboratory by the students individually. The laboratory exercises are closely supervised and the student is required to do his work neatly, observe results carefully, and endeavor to reason from these results to legitimate conclusions. He must also keep systematic records of this work, as directed. At least forty-five experiments are performed.

It is advisable that, if possible, this course should be preceded in the student's plan of studies by a general course in Physics such, for example, as Physics 1 in this School.

COMMERCIAL SUBJECTS

It is the aim of this department to give its students a good understanding of the fundamental principles of business practice. The courses are not extremely detailed, but give a broad view of the customs and scope of modern business. The courses in bookkeeping should qualify anyone who completes them to keep an actual set of accounts for a single ownership or a partnership business. The other subjects are more general in their nature, giving a survey of the field of business.

Arithmetic 1. The aim of the course is to secure a combination of speed and accuracy in the essential arithmetical calculations used in business. A thorough review of elementary principles is given, followed by a detailed study of fractions, decimals, aliquot parts, percentage, interest, bank discount, commission, payrolls, insurance, brokerage, taxes, estimating grain and lumber supplies and other practical phases.

Bookkeeping. This is a course intended to train the student in the art of properly recording the simpler transactions of business according to the elementary principles of accountancy. The books used are the cash book, the purchase book, the sales book, the journal and the ledger. After the first month the check book and bank book are introduced. The trading and profit and loss statements and statements of resources and liabilities are made as simple as possible and instructions are given with great fullness and detail.

The work of the second half of the course trains the student to keep a set of books illustrating a wholesale business. At the beginning the firm consists of two persons; later additional partners are admitted. The business of a wholesale grocery house is represented, but the methods and practices set forth will apply to a wholesale or jobbing house in almost any other line, such as dry goods, notions, clothing, boots and shoes, hats and caps, men's furnishings, millinery etc. The purpose of the course is to qualify the student thoroughly to keep any set of commercial accounts.

Business Law. A course in the elements of business law, covering such subjects as contracts, agency, sales, bailment, negotiable instruments, partnerships and corporations. The intent of the course is only to help one to keep out of pitfalls, and to know when professional services are necessary.

ADMINISTRATIVE REGULATIONS

SCHOOL YEAR

Students may begin classes at three distinct times in the school year: September, January, and May, and select courses suited to their individual advancement. Students entering in September carry a program which lasts until May; students entering in January report between January and May; and there is, in addition, an intensive summer course of sixteen weeks from May to September. The work is so conducted that in any of the three periods mentioned above the student may complete a full year of high school work in any subject. By attending full calendar years, a standard four-year high school course may be completed in from three to five years, according to the number of subjects studied by the student. For details regarding program see page 23.

SESSIONS

The school sessions are held on week-day evenings between 7 and 10 o'clock. There are no classes on Saturdays. A student's schedule may include one, two, or three evenings a week according to the subjects he selects. *As a rule, subjects are scheduled for two evenings a week.* A full-year course requires attendance for one hour, two evenings a week, during the normal school year, or requires attendance for an hour and a half two evenings a week during the winter and summer terms. Half-courses are generally completed within each semester, each usually requiring attendance for one hour, two evenings a week.

ATTENDANCE REQUIREMENTS

Attendance upon at least seventy-five per cent of the classes is required for admission to the examination.

EXAMINATIONS

Examinations are held throughout the term at the discretion of the instructors. Final examinations are required upon the completion of all courses. These examinations are modeled after college entrance examinations. The following system of grading is used:

A	Excellent	C	Fair	E	Conditioned
B	Good	D	Pass	F	Failure

A student marked E (conditioned) may enroll in the advanced course in the same subject immediately following, but upon condition that he remove his deficiency by special examination early in the next term. A fee of $3 is required for each such examination regularly scheduled.

A student receiving the grade of B is exempt from examination when applying for admission to the colleges composing the New England College Entrance Board. A list of these colleges is given on page 25.

GENERAL INFORMATION

LIBRARIES

The School has excellent facilities for study in the Northeastern University library and reading room, which is equipped with dictionaries, encyclopedias, and special texts for carrying on the work of the School effectively.

Students also have the privilege of taking books from the Boston Public Library and of using the library for general reference and reading.

BOOKSTORE

The Bookstore is on the second floor of the Main Building and keeps on hand a full supply of all books and materials used in the school. Students purchase their own books, outlines, and other materials required for their courses. All bookstore supplies are sold at the lowest possible price.

TUTORING

The School office is in touch with capable teachers who will give individual instruction at moderate cost to men and women who desire private lessons either for rapid emergency work, or in any courses which are not offered by the School. Arrangements regarding such work must be made through the School office.

RELIGIOUS ACTIVITIES

The Lincoln Preparatory School is conducted by Northeastern University, which has as one of its outstanding aims the finest possible character development among its students. While encouraging religious activities the University is, however, strictly non-sectarian. A student should feel free to register in any of the several schools of the University, regardless of religious faith, no attempt being made to influence one to participate in any activities which are contrary to the tenets of his particular religion.

RAILROAD TICKETS

Vouchers for half-fare tickets on the Boston Elevated Railroad are issued by the School office on the first, sixth, and eleventh Fridays of each term. The railroad systems entering Boston issue student's tickets to students under twenty-one years of age. Applications for these may be obtained at a railroad office and presented at the School office for signature.

OPPORTUNITIES FOR RECREATION

Men who are employed in offices or indoor occupations and who are pursuing a strenuous evening program of study should plan to take some systematic form of exercise in order that they may not impair their health and that they may do the most effective work.

Northeastern University is particularly fortunate in being able to place at the disposal of its students the unexcelled recreational advantages of the Y.M.C.A. The Y.M.C.A. buildings have facilities in the nature of gymnasium, swimming pools, bowling alleys, billiard rooms, game rooms, and social rooms where students obtain recreational privileges to their liking. Students may come from their work at the close of the day to the university building and enter a gymnasium class, take a swim, use the bowling alleys, or engage in other recreational pastimes before class time and thus renew their energy for the evening's work.

VISITORS

Visitors are always welcome at one class session in any department. Those ladies and gentlemen who wish to visit any of the classes should call at the School office and obtain a visitor's card signed by the Principal.

INTERVIEWS AND EDUCATIONAL GUIDANCE

Prospective students or those desiring advice or guidance with regard to any part of the school work or curricula, or who wish assistance in the solution of their educational problems, should note the fact that interviews are available without obligation, and that the officers of the school will do their utmost to see that a program is designed which is the most satisfactory for the individual student. In certain cases, other institutions may be recommended which suit the student's needs better. Furthermore it is important that those with educational problems to solve should realize the necessity for care in approaching educational work so that the program selected will be on the best educational basis. During the school year the Student Counselors are ready to lend their assistance in the solution of the student's classroom problems.

THE NORTHEASTERN UNIVERSITY SYSTEM

STATISTICAL SUMMARY

1930—1931

		Administrative Officers and Faculties	Students
I.	General Administration	6	
II.	Northeastern University		
	School of Engineering	75	1660
	School of Business Administration.		439
	School of Law	78*	1300*
	School of Business	99*	1250*
III.	The Lincoln Schools		
	Lincoln Institute	27	366
	Lincoln Preparatory School	28	719
IV.	Day Preparatory Schools	27	391
	Total	340	6125
	Less Duplicates	53	198
	Net Total	287	5927

*These figures include the administrative officers, faculties and students of the Divisions of the University in Worcester, Springfield and Providence.

NORTHEASTERN UNIVERSITY

DAY SCHOOLS

SCHOOL OF ENGINEERING

Conducted in Boston Only

Curricula in Civil, Mechanical, Electrical, Chemical and Industrial Engineering, leading to the degree of Bachelor of Science. Conducted in co-operation with engineering firms. Students earn while they learn.

SCHOOL OF BUSINESS ADMINISTRATION

Conducted in Boston Only

Curricula in Accounting, Banking and Finance and Business Management leading to the degree of Bachelor of Science. Conducted on the Co-operative Plan. Students earn while they learn.

EVENING SCHOOLS

SCHOOL OF LAW

Conducted in Boston: Divisions in Worcester and Springfield

Curriculum leading to the degree of Bachelor of Laws. Preparation for bar examinations and for the practice of law. Case method of instruction. Co-educational.

SCHOOL OF BUSINESS

Conducted in Boston: Divisions in Worcester, Springfield and Providence

Curricula in Accounting, Business Administration, Law and Business, and Applied Science, leading to the degrees of Bachelor of Business Administration and Bachelor of Commercial Science. Graduate program leading to the degree of Master of Business Administration. Co-educational.

LINCOLN SCHOOLS

Evening Schools Conducted by Northeastern University in Boston Only

LINCOLN SCHOOL OF LIBERAL ARTS

A four-year curriculum leading to the Degree of Associate in Arts (A.A.). Students may register for the degree program or for individual subjects of a cultural nature. Co-educational.

LINCOLN INSTITUTE

Curricula leading to a diploma in the fields of Architectural, Civil, Electrical, Mechanical, and Structural Engineering. Also a one-year course in Aeronautics.

LINCOLN PREPARATORY SCHOOL

Courses in high school subjects leading to a diploma. Students may enter in September, January, or May. Prepares for admission to all colleges. The School has college entrance certificating privilege. Co-educational.

For further information regarding any of the above schools, address

NORTHEASTERN UNIVERSITY
312 HUNTINGTON AVENUE
BOSTON, MASS.
Tel. Ken. 5800

Huntington School

THE
HUNTINGTON
SCHOOL
for BOYS

An Urban Private Day School

With the Advantages of a
Country Day School

320 HUNTINGTON AVENUE
BOSTON, MASS.

FOREWORD

The Huntington School for Boys has as its primary objective the adequate preparation of its students not only for entrance to but especially for success in the best colleges and universities. In this accomplishment the School has enjoyed a most creditable success.

The faculty and students of the Huntington School have developed co-operatively, over a period of years, a well-organized and unified school in which the outstanding factors are the excellence of the faculty, the quality of the student body and the splendid physical equipment.

This catalog sets forth in some detail what Huntington offers to boys of Greater Boston as a result of this co-operative experience.

Within its pages we sincerely hope that our many friends, and the new friends whom we look forward to meeting and serving, will find such information as will be truly helpful in the solution of the very important problems which must be solved with boys who want to go to college.

HUNTINGTON SCHOOL FOR BOYS

BOARD OF TRUSTEES

Robert Gray Dodge, *Chairman*
Frank Lincoln Richardson, *Vice-Chairman*
Galen David Light, *Secretary and Treasurer*

Tilden Grafton Abbott
Wilman Edward Adams
William Converse Chick
Paul Foster Clark
William James Davidson
Franklin Wile Ganse
Arthur Stoddard Johnson
Sabin Pond Sanger
Frank Palmer Speare
Francis Robert Carnegie Steele

OFFICERS OF THE SCHOOL

Frank Palmer Speare, M.H., LL.D., *President*
Galen David Light, A.B., *Treasurer*
Everett Avery Churchill, A.B., Ed.D., *Vice-President*
Charles Henry Sampson, B.S., Ed.M., *Headmaster*

FACULTY

CHARLES HENRY SAMPSON, B.S., ED.M.
(University of Maine) (Harvard University)
Headmaster

SELDON LESTER BROWN, A.M.
(Wesleyan University)
Latin

CARL FERDINAND CHRISTIANSON, A.B.
(Wesleyan University)
History

ALBERT HARRISON EWING, A.B.
(Harvard University)
English

PRESTON HARVEY, A.B.
(Bowdoin College)
Latin and History

FREDERICK CHARLES HOSMER, A.B.
(Boston University) (Harvard University)
Commercial Subjects
Faculty Adviser — "The Huntington Record"

PERCY EDWARD JONES, B.S.
(Boston University) (Sloyd Training School)
Mathematics, Mechanical Drawing

ROLAND LEO LEACH, A.B.
(Tufts College)
French

ERNEST MERRILL MOORE, A.B.
(Bates College)
Director of Physical Training
Mathematics

JAMES HARRIS MORSS, A.B., ED.M.
(Boston University) (Harvard University)
Supervisor of the Junior School

FACULTY (Continuued)

Alfred Loring Skinner, A.B.
(Harvard University)
Mathematics

William Sawyer Spencer, A.M.
(Harvard University)
English
Assistant Director of the Summer School

John Moore Trout, Jr., A.B.
(Princeton University)
French and German

Harold Clayton Wilcox, S.B., S.M.
(Rhode Island State College) (Brown University)
Physics and Chemistry

William Greene Wilkinson, A.B. ,
(University of Kentucky) (McGill University) (Ecole Montcel)
French and Spanish
Faculty Adviser — "The Periscope"

COACHING STAFF

Track	Wentworth Johnson Marling
Basketball	William Greene Wilkinson
Swimming	Raymond English Millard
Baseball *Football*	Ernest Merrill Moore
Tennis	Albert Harrison Ewing
Junior School Athletics	James Harris Morss Percy Edward Jones

Johan Gustave Larsson, M.D., *School Physician*

Emily Ramsay, *Executive Secretary*

Isabelle Berry, *Secretary to the Headmaster*

Grace MacKinnon, *Recorder*

Myra White, *Librarian*

CALENDAR

School Year 1932–33

School Year Begins	SEPTEMBER 21
Fall Term Examinations	DECEMBER 12–16
Close of Fall Term	DECEMBER 16
Winter Term Opens	JANUARY 3
Winter Term Examinations	MARCH 20–24
Close of Winter Term	MARCH 24
Spring Term Opens	APRIL 3
Final Examinations	JUNE 5–8
Commencement	JUNE 9
Special Program for College Board Examination Students	JUNE 12–16
College Entrance Board Examinations	JUNE 19–24
Summer Session (1932)	JULY 5 TO SEPTEMBER 2
Summer Session (1933)	JULY 5 TO SEPTEMBER 1

HOLIDAYS

Columbus Day, Armistice Day, Thanksgiving Day, Washington's Birthday, Patriots' Day, Memorial Day.

GENERAL INFORMATION

HISTORY AND PURPOSE OF THE SCHOOL

THE HUNTINGTON SCHOOL was established in September, 1909. The first class was graduated in 1910. The growth of the School has been satisfactory in every way. Emphasis has been placed upon the development of those qualities and habits which it is necessary for boys to develop if they are to succeed in meeting college entrance requirements and the college situation itself.

The purpose of the School is to provide adequate training for entrance to college or to build a good foundation for a business career. The School offers both a College Preparatory and General Course. Most boys who graduate from the General Course enter Colleges of Business Administration.

With the passing of the years fathers and mothers have made it very apparent that in Greater Boston there is need for a first-class private day school which presents a strong college entrance program, in an environment where Christian character is emphasized, and which, at the same time, allows their boys to remain under the direct influence of the home.

Huntington is supplying the response to that demand. Our boys come from all points in Boston and the surrounding cities and towns, and at times we have students who commute from as far as Worcester, Providence and New Hampshire towns and cities.

Huntington is today the only urban private day school in Boston which presents a complete development program.

Huntington students have every opportunity to attain a sound and well-developed body, strong character, and independence of thought, through daily association with well-rounded Christian men, in their studies, sports and general school life.

Graduates of Huntington are found in practically all of the New England colleges and in many colleges and universities located outside of this territory.

The School enrolls each year, two hundred and fifty boys. There is no desire to increase this number. It is sufficiently large for the promotion of school activities which are of interest and value to growing boys. The School is not so large as to make it difficult for the Headmaster and his associates to keep in touch with each individual.

The School enrolls boys from the eighth grade through the high school. The student body is, therefore, divided into five forms. It is our belief that the best time for a boy to start his preparatory work for college is while he is an eighth grade pupil and that the ideal period necessary for completing a college preparatory program is as we have arranged it, namely, five years. The School enrolls boys, however, in any form for which they are adequately prepared.

THE COMPLETE DEVELOPMENT PROGRAM AT HUNTINGTON

THE SCHOOL believes in the complete development of the individual and many opportunities are given a boy to discover and develop latent qualities.

Although Huntington is a Day School a few boarding students are accepted. The School accepts no responsibility for such students in respect to activities outside of school hours. The School will co-operate to the fullest extent, however, in arranging for satisfactory living quarters for those who come from a distance.

Scholarship must, in a college preparatory school such as Huntington, occupy first place in its productive efforts but we believe that the boy who goes on to college with an appreciation of values as they should exist in a normal, active and happy life, is in a better position to succeed than one who does not have this appreciation.

LOCATION

THE SCHOOL is located in the Boston Y. M. C. A. building at 320 Huntington Avenue (nearly opposite the Boston Opera House) in the educational and cultural center of Boston. It is within easy reach of all points in Greater Boston. The running time by surface cars from Back Bay Station is five minutes, and the cars from both the North and South Stations (by way of Park Street) reach the School in twenty-five minutes. The School is within easy walking distance of the Huntington Avenue, Trinity Place and Back Bay railroad stations. For those who use surface cars only, the School is fifteen minutes from Park Street in the Subway and a few minutes from Massachusetts Station in the Boylston Street Tunnel. The School is accessible by trolley and automobile from all suburban sections. There are parking facilities.

BUILDINGS

THE SCHOOL is housed in a building especially equipped for educational work and for successfully carrying on the complete program which it sponsors.

RECITATION BUILDING The recitation rooms, the physics and chemistry laboratories, and the drawing rooms are on the second, third, and fourth floors.

NATATORIUM The swimming pool, seventy-five feet long by twenty-five feet wide, has a glass roof admitting plenty of light and sunshine. It is supplied with filtered water heated to a proper temperature by an elaborate system of pipes. It is one of the finest in New England. The School has special hours reserved in the pool for its general swimming work.

GYMNASIUM In the rear of the main building, and closely connected with it, is the Samuel Johnson Memorial Gymnasium, the largest indoor gymnasium in Boston. On the main floor is the gymnasium proper, equipped with the best of apparatus. The running track which encircles it fifteen feet above the floor level is twelve laps to the mile. A visitors' gallery on the same level seats 500. A special locker room, shower baths and special exercising rooms are on the floor beneath the gymnasium proper. The Huntington School has the use of the entire gymnasium area and equipment at definite scheduled periods.

EQUIPMENT

CLASSROOMS	The classrooms are of standard size. They are equipped with tablet arm chairs or school desks.
LABORATORIES	The School has well equipped laboratories for physics and chemistry for conducting its science courses.
LIBRARY	The School has excellent facilities for study in the libraries.
DRAWING ROOM	There is a well lighted and properly equipped mechanical drawing room.

PLAYGROUNDS

The Huntington School has an athletic field of approximately five acres in the Longwood section of Brookline, on Kent Street, one and one-half miles from the school building. Transportation is furnished free of charge to and from the field. Here are ample and excellent facilities for all out-of-door sports. A new $25,000 field house has recently been completed which furnishes adequate facilities for both home and visiting teams. Altogether the School has one of the best athletic fields in Greater Boston. In addition to these grounds there are available at the school building four well constructed tennis courts, jumping pits, and other facilities for games and sports.

MORNING ASSEMBLY

Three times each week all students assemble in Bates Hall for the purpose of taking part in a brief devotional program. At this time matters of general interest in the school life are presented to the students.

The School is non-sectarian but thoroughly Christian in the conduct of all its religious activities. Occasionally at this time educational talks of value are presented, and special programs are given by the boys, such as rallies, concerts, short plays, and speaking programs in observance of the holidays.

Lunch Room

A large lunch room is provided in the building. A satisfactory lunch may be had at a moderate cost.

Junior and Senior Schools

The student body in the School is divided into two principal groups, namely, the Junior and Senior Schools. There are five forms in all.

The Junior School group is divided into two forms (corresponding to the eighth grade and first year high school); the Senior School consists of three forms corresponding to the last three years previous to college entrance.

Subjects are taught with a view to the student's *progressive development* and it is desirable for him to take, if possible, the entire course offered. The number of students accepted in the special courses and in the class to be graduated is necessarily limited.

Decision on Type of College Course Important

Parents and students should understand that admission to an A.B. course in college generally requires that entrance units in Latin be submitted; entrance to a B.S. course does not require Latin but units in this subject may be submitted.

Decision as to a college is all-important. We believe that a great deal of thought should be devoted to the question, "What College is Best for the Boy?" The Headmaster is anxious to do what he can to help in college selection and welcomes appointments with either parents or boys for the purpose of discussing this subject.

ADMISSION REQUIREMENTS

Parents or guardians who wish to enter their boys in the School should apply to the Headmaster for admission blanks.

The School requires testimonials of good moral character of all students.

It is expected that no boy will apply for admission whose conduct in other schools has brought him discredit.

Early registration results in advantage to the student as special attention to his particular needs is made possible. A personal interview with the Headmaster of the School is required.

A registration fee of five dollars must accompany the application. This fee is in addition to the regular tuition charge and when once paid it will not be refunded.

Boys are accepted for admission to all grades from the eighth through high school.

Entrance Examinations

The School reserves the right to give entrance examinations if such a procedure seems advisable. These examinations may be oral or written; they may be in the form of psychological examinations or aptitude tests.

The policy of the School is a liberal one as far as entrance requirements are concerned. Most Huntington students are admitted because of satisfactory previous records, without examination.

Classification

In the upper Forms a boy is classified according to the units he has earned.

Boys are accepted for the First Form (eighth grade) on the basis of previous records and, if necessary, of entrance examination results.

GRADUATION REQUIREMENTS AND CURRICULUM

STUDENTS in the Huntington School are obliged to meet certain requirements in regard to length of time in attendance, scholastic standing, and course of study, before a diploma can be awarded.

Diplomas are granted from two courses, namely, College Preparatory and General:

COLLEGE PREPARATORY DIPLOMA

NO STUDENT will be graduated with the College Preparatory Diploma unless he can produce evidence of having received either in the Huntington School, or some other accredited school, *B* grades or better in at least eight units of work. At least four units of the required eight units of *B* work must be completed in the Huntington School. This applies to all students regardless of number of years in attendance. Fifteen units are required for graduation. In the remaining seven units no grades less than C are acceptable. Eight units of work passed in approved college entrance examinations are accepted instead of the *B* requirement mentioned above. A unit of work is given for each subject taken five periods a week throughout the school year or the equivalent thereof. Four years of English, however, count as three (3) units. A student must be in attendance for at least one year to receive the College Preparatory Diploma.

GENERAL COURSE DIPLOMA

NO STUDENT will be graduated with the General Course Diploma unless he can produce evidence of having received, either in the Huntington School or some other accredited school, fifteen units of work. At least eight (8) units of work must be completed in the Huntington School. A unit is given for each subject taken five periods a week throughout the school year or the equivalent thereof. Four years of English, however, count as three (3) units.

All subjects must be passed with a grade of C or better.

Graduates from our General Course most frequently enter Business Administration colleges and arrange their schedules on that basis. Students receiving the General Course Diploma must generally be in attendance for at least two years.

COLLEGE ENTRANCE UNITS

FIFTEEN UNITS of work are required by most colleges for entrance. Each year the Huntington School sends to college several students who do not graduate but who come to us for the purpose of earning sufficient units, in addition to those previously earned elsewhere, so that they can be accepted by the college of their choice.

Since promotion at Huntington is entirely by subjects, the School is in an excellent position to serve those who do not need a full program of study or who do not necessarily need to meet our graduation requirements in order to enter college.

CURRICULUM

CLASSICAL COURSE

COLLEGE Preparatory Course in preparation for admission to a Liberal Arts College.

Required:

	Units
College Preparatory English	3
Algebra	2
Plane Geometry	1
French, German or Spanish	2
Physics or Chemistry	1
U. S. History	1
	10

Language and Mathematics requirements vary somewhat for entrance to the different colleges. This is especially true of the Latin requirements. Some colleges require three entrance units in either French or German. It is the student's responsibility to meet the requirements of the college he elects to enter.

Elective:

The remaining five units may be selected from the following:

	Units
Spanish	2
Latin	2
French III	1
European History	1
Ancient History	1
Solid Geometry	½
Trigonometry	½
Chemistry (if Physics has not been previously selected)	1

In addition, other electives may be permitted by special consent provided they are accepted by the college to which the student seeks entrance.

This course prepares for entrance to such colleges and universities as Harvard, Yale, Dartmouth, Bowdoin, Tufts, Amherst, Wesleyan, Boston University, and Princeton.

SCIENTIFIC COURSE

College Preparatory Course in preparation for admission to a Scientific College.

This course is for those who contemplate entrance to such institutions as Massachusetts Institute of Technology, Cornell, University of Maine, Worcester Polytechnic Institute, Tufts Engineering, Northeastern Engineering, etc.

Required:	*Units*
College Preparatory English	3
French, German, or Spanish	2
Algebra	2
Plane Geometry	1
Physics or Chemistry	1
U. S. History	1
Solid Geometry	½
Trigonometry	½
	11

Language and Mathematics requirements vary somewhat for entrance to the different colleges. It is the student's responsibility to meet the requirements of the college he elects to enter.

Elective:

Subjects may be selected from either the Required or Elective List of the Classical Course to make up the necessary fifteen units.

GENERAL COURSE

The General Course prepares one to occupy a position in business life and also, if the right selection of subjects is made, to enter certain colleges. A wide selection of subjects is possible but choice of many college preparatory subjects should be made.

Required:	*Units*
College Preparatory English	3
Algebra I	1
U. S. History	1
Physics, Chemistry, or Biology	1
	6

Elective:

The remaining 9 units may be selected from the following:

	Units
Ancient History	1
French, Spanish, or German	2
Chemistry	1
Physics	1
European History	1
Plane Geometry	1
Mechanical Drawing	1
Bookkeeping	1
Commercial Arithmetic	½
Commercial Law	½
Economics	½
Commerce and Industry	½
Civics	½

or from any college preparatory subjects offered by the School.

SPECIAL ONE-YEAR COURSE FOR HIGH SCHOOL GRADUATES

MANY boys need an additional year of preparation before going to college; some need to strengthen their foundation before attempting college work; some need additional units of certificate grade; and some need intensive preparation for the College Board examinations (either old or new plan). This course has been a very popular one at Huntington and much has been done for boys enrolled in it.

TWO-YEAR PREPARATORY COURSE FOR ENTRANCE TO THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY

FOR many boys a technical education offers the greatest opportunity for a successful life career. One deciding upon such a training needs, however, a thorough preparation in mathematics, sciences, and allied subjects.

Huntington has for many years been sending boys to Massachusetts Institute of Technology and offers a special course in preparation for those who have already finished two years of high school work.

Entrance to Massachusetts Institute of Technology requires passing College Board examinations, or those set by the Institute itself, in the following subjects:

	Units
English	3
Algebra	2
Physics	1
Plane Geometry	1
Trigonometry	½
Solid Geometry	½
French or German—2 units of each or 3 units of one.	

The candidate must pass examinations in at least 11 units of work.

In addition, a candidate for entrance must pass an examination or present a certificate grade in History; he must pass an examination or present a school record of passing grade in Chemistry; he must pass an examination or present a school record of passing grade in two additional electives such as Latin, Biology, an additional History, Spanish, etc. If three units of either French or German are offered, two electives must be chosen; only one elective unit is required of students who offer two units of each language.

Assuming that students entering the two-year course at Huntington have already completed at least one year of Algebra, two years of English, two years of French, and one elective (such as Ancient History), their course would be as follows:

FIRST YEAR

English III
French III
Plane Geometry
Chemistry, or if completed, U. S. History
One additional elective

SECOND YEAR

English IV
Algebra II
Solid Geometry } 1 unit
Trigonometry }
Physics
One additional elective

Neither of these schedules is too heavy for any boy capable of carrying to completion the courses at the Institute itself. In fact, one of the subjects in which a passing or certificate grade is required could be added to each schedule without making the study load exceptionally heavy.

SPECIAL COURSE FOR ENTRANCE TO BOSTON UNIVERSITY COLLEGE OF BUSINESS ADMINISTRATION

THE SCHOOL, through arrangements with Boston University, is able to offer a course of study which includes certain general subjects of a business nature and which is accepted by the College of Business Administration Division of that Institution for credit.

COLLEGE CERTIFICATION

THE SCHOOL is on the list of accredited schools whose certification is accepted by all New England colleges and colleges outside this area that admit by that method. Certification in single subjects is granted only to those students who maintain a record of eighty per cent or better throughout the year.

NEW ENGLAND ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

THE PURPOSE of this organization is "the advancement of the cause of liberal education by the promotion of interests common to colleges and secondary schools".

The Huntington School is a member of this Association.

SCHOOL POLICIES

HOURS OF ATTENDANCE

THE SCHOOL is in session five days each week. Attendance on Saturday mornings may be required of students who need supplementary instruction, who are behind in their work, or who are called back for disciplinary reasons.

The daily hours of attendance for boys in the Senior School are from 9.00 A.M. until 2.20 P.M. on certain days and from 9.00 A.M. until 3.30 P.M. on other days. Recreational and extra-curricular activities are held after 2.20. Junior School boys remain until 3.45 except on Fridays, when they are dismissed at 2.20.

The Junior School Schedule is as follows:

9.00 — 9.15	Assembly
9.15 — 12.15	Recitations
12.15 — 12.45	Lunch
12.45 — 1.30	Recitation
1.30 — 3.00	Physical Training, Games, etc., at Huntington Field every day except Friday during fall and spring terms. During winter term this period is used for Play Activities in the Johnson Memorial Gymnasium and the Swimming Pool, and for Club Activities, etc.
3.00 — 3.45	Study Period

EXAMINATIONS

EXAMINATIONS are held at the close of each term. Boys who fail in examinations must make up the deficiency within a reasonable time or enter a lower Form in the subjects in which they have failed.

MARKING SYSTEM

THE FOLLOWING is the marking system used by the School:

A	90% to 100%
B	80% to 90%
C	70% to 80%
D	60% to 70% (unsatisfactory)
F	Failure
Inc.	Incomplete

A is a mark of high distinction and is given to a student whose work approaches perfection, or it may be considered as a grade representing approximately the best that may be expected of a student.

B is given for work plainly above the average. Students who are to succeed in the best colleges should be able to attain this grade consistently.

C is given for average work. The standards of the School are such that students obtaining some C grades with a majority of *B* grades or better may expect to succeed in many colleges and will be recommended for entrance to many institutions not requiring the passing of College Entrance Board examinations.

D is given for work that lies between passing and absolute failure. It is often given to inform the student that by increased effort, he may place himself in the C group and then be in a position for even greater rewards. *D* does not count for diploma credit.

F indicates failure and requires repeating the subject.

Inc., meaning Incomplete, is given for work which may be ranked later as a result of make-up work or examinations.

TESTS

THE SCHOOL recognizes the need of having its students become accustomed to frequent testing. Entrance to college often requires ability to pass difficult examinations and successful progress in college is quite likely to depend upon one's ability to meet test situations satisfactorily. The School believes that a student can overcome the fear and nervousness incidental to taking examinations by being frequently tested. Short examinations are given often in all classes.

REPORTS

REPORTS of the boys' work are sent home monthly. Work missed for any reason is marked "incomplete" until made up, when the grade obtained in making up the work is substituted.

PROMOTION BY SUBJECTS

PROMOTION BY SUBJECTS rather than by classes is the ideal way to build up a good foundation for success in college. Why, for example, should a boy proceed with French II until he has mastered to a reasonably successful degree, French I?

Graduation from the Huntington School and entrance to the great majority of the colleges requires evidence that fifteen units of work have been satisfactorily completed. This is a reasonable requirement. No student could expect to succeed in college unless he is capable of meeting it.

Promotion by subjects requires a flexible schedule and a larger teaching staff than would be necessary in the usual situation. The Huntington School, realizing its responsibilities as they concern the preparation of boys for entrance to and especially for success in college, offers a schedule which can generally meet any need of those desiring college entrance units.

REGULATIONS

THE CO-OPERATION of all parents in the enforcement of regulations is requested. Each boy is expected to be punctual in his attendance upon every school exercise. Dismissing a student before the close of the school day interferes seriously with the school routine and with the student's advancement. Only in case of unusual urgency should such requests be made. Outside appointments should be made at a time when they do not interfere with the school work.

When a boy is entered at the School it is understood that his attendance is controlled by the School. Absence from school except for sickness will result in inconvenience to the student.

The School does not seek to enroll students who require severe restrictions. The right is reserved by the School to dismiss any boy whose conduct, influence, industry, or progress is unsatisfactory in the judgment of the Headmaster.

DETENTION

THE SCHOOL reserves the right to detain students after the regular hours, or on Saturday, to make up back work, or for disciplinary reasons.

HONORS AND AWARDS

Scholarship Honors

Three grades of honors for scholarship are conferred each month: "Highest Honors" upon all boys who have maintained a rank of *A* in all courses; "Honors" upon all boys who have not received a rank lower than *B* in all courses; "Honorable Mention" upon all boys who have received an average of *B* in all courses.

Scholarships

A few scholarships are available for students of moderate means who possess exceptional ability and are otherwise acceptable to the School. Application for a scholarship must be made on the regular scholarship blank.

Scholarship Awards

Scholarship medals are awarded at Commencement to the student in each Form in the School who maintains the highest rank during the year.

The Huntington School Honor Shield

Presented annually at Commencement by vote of the faculty to the student who best has upheld the ideals of the School; and who best has served her interests during the year.

The Albert Walter Swenson Memorial Medal

Established in 1929 by Mrs. Swenson in memory of her husband. Mr. Swenson for nine years served the School faithfully as Head of the Modern Language Department and for two and a half years as Associate Headmaster. Awarded for excellence in French III to that student who has attended the School for at least one year.

THE CLASS OF 1928 MEDAL

ESTABLISHED in 1928 by the graduating class of that year. Awarded at Commencement to the member of the Senior Class who excels in English.

THE RICHARD JOHN CARROLL MEMORIAL MEDAL

ESTABLISHED in 1928 by the parents of Richard John Carroll, a graduate of the School in 1927 and president of his class. Awarded at Commencement to the student in the Junior Class who excels in English Composition.

THE ARTHUR STANTON CARLETON MEMORIAL MEDAL

ESTABLISHED by the parents of Arthur Stanton Carleton in 1930, the year in which Arthur would have graduated from the Huntington School had he lived. Awarded each year to the member of the Junior School whose play, spirit, and character have best maintained the traditions of the School.

THE ALBERT WALTER SWENSON PUBLIC SPEAKING MEDAL

ESTABLISHED in 1929 by friends of Mr. Swenson from the student body and alumni of the School. Awarded to the winner of the Public Speaking Contest.

CUM LAUDE SOCIETY

THE HUNTINGTON CHAPTER of the Cum Laude Society was established in 1928. This is a national honorary society which in preparatory schools corresponds to the Phi Beta Kappa Society in colleges. Each chapter may elect to membership teachers of the school who are members of the Phi Beta Kappa Society, or any similar honorary society approved by the Board of Regents.

Each chapter may elect as members those students of the highest class in any academic course who have had an honor record up to the time of election and stand in the first fifth of the class, choosing the whole number at the end of the school year, or not more than a tenth of the class at any time during the year and the remainder at the end.

EXTRA-CURRICULAR ACTIVITIES

THE SCHOOL sponsors several extra-curricular activities. These vary somewhat from year to year, depending upon the desires of the student body. Generally, we have a Public Speaking Group, a Literary Club, a Chess Club, a Current Events Club, a French Club, and a Science Club. One of the principal social events of the year is the Father and Son Banquet, at which certain groups of students provide the entertainment. In anticipation of this event, a Glee Club and Orchestra are organized. The School publishes a paper called the Huntington *Record,* and a considerable number of boys are on the staff of this publication. There is also a large group comprising the staff of the annual yearbook called the *Periscope.*

PHYSICAL EDUCATION

PHYSICAL EDUCATION may be defined as the process of developing the body in the right way. The policy of physical training in the Huntington School is a broad one. We are not concerned exclusively with bodily development but rather with general development. Accordingly we believe that the by-products of games and sports are of great importance. To secure the greatest benefits from a program of physical training the various squads must be under the direction of men who because of what they are and because of their leadership provide valuable character training. It is a policy of the School to employ as coaches and directors of the varied program, men who are engaged in the regular classroom instruction of the boys in the School. The whole school program is thereby unified and the ideals of the classroom are carried to the playing field.

All students, unless excused as a result of a certificate from the family physician are expected to participate in some form of physical activity during the winter term. A gymnasium class meeting regularly each week is available for those not wishing to enter a definite sport.

A study which we have made seems to indicate that boys who refuse to become interested in any form of physical exercise seldom become successful students.

Play is just as much an essential part of any school program as study provided it is properly supervised. A well-balanced program of physical education invariably does much to increase efficiency in the classroom.

PHYSICAL EXAMINATION

BEFORE A STUDENT is assigned to physical work he is given a physical examination. The examiner advises as to the kind of exercise best suited to the needs of each student.

SPORTS

MANY DIFFERENT SPORTS are offered each season, such as, during the fall term, football, track, tennis, soccer; during the winter term, track, basketball, and swimming; and during the spring term, baseball, track, and tennis. Each sport is directed by a coach who is experienced in directing athletics.

GYMNASIUM UNIFORMS

IT HAS BEEN FOUND advisable to have a uniform suit for gymnasium classes. New pupils, therefore, are requested not to get gymnasium suits before entering. Orders are taken in the Physical Department shortly after the opening of the School in the fall.

MAROON AND BLACK MEET

AT THE CLOSE of the fall term the student body is divided into two groups, called the Maroons and Blacks (the School colors). A very interesting track and swimming meet is held in which both Junior and Senior representatives from each group compete.

SOCIAL EVENTS

THE SCHOOL sponsors and supervises a well defined program of social events, namely, the Junior Promenade, the Senior Dance, the Father and Son Banquet, and the Commencement Dance.

OUTLINE OF COURSES

Textbooks and Course Content

All textbooks are carefully selected; they are standard and meet the college entrance requirements. The various course contents meet in full the requirements as set by the leading colleges and universities and as outlined by the College Entrance Examination Board.

The School has a system of review previous to the College Board examinations which has proved most effective in preparing boys for these important tests.

JUNIOR SCHOOL

Students will select, each year, with the advice of the Headmaster, twenty hours of work. Only the student of exceptional ability will be permitted to take more than a normal schedule of hours.

FORM I (eighth grade)

English	Fundamentals of Grammar. Oral and written composition correlated with the other school work and based upon school experiences of the pupil. Special emphasis upon the development of the sentence sense. Directed reading from a wide range of modern as well as classical writers. Preliminary diagnostic tests with individual work based upon the results of the tests.
Mathematics	A comprehensive review of arithmetic. Emphasis upon rapid and accurate computation and analysis of problems and formulae and their applications. A thorough preparation for more advanced mathematics.

SOCIAL STUDIES HISTORY GEOGRAPHY CIVICS	The social studies are so correlated as to contribute towards the understanding and the intelligent solution of contemporary social and industrial problems. Their limits as well defined fields of knowledge are recognized, but through the problem and the topic method subject matter boundaries are frequently ignored. The content material of the essentials of Geography, Elementary United States History and Civics are covered not as three courses but rather as a correlated program of social studies.
SCIENCE	The chief topics are "The use of machines and electricity in every day life," "The earth and its relation to the other astronomical bodies," "The earth's crust," and "Life on the earth". A considerable amount of time is spent in the laboratory working out simple experiments.
MECHANICAL DRAWING	The elementary course in Mechanical Drawing includes attention to geometrical construction, lettering and the drawing of simple objects.

FORM II (FOURTH YEAR FROM COLLEGE)

ENGLISH	Drill in grammar, punctuation, and spelling. Complete study of the sentence. Study of elementary composition. Special attention to the development of good taste in reading. Class study of Ivanhoe, Ancient Mariner, selected lyric poems and short stories. Individual reading of at least four books selected from the College Board List.

Mathematics	Algebra and introduction to Geometry. The fundamental operations are thoroughly covered and in addition, stress is laid on a sound preparation for the college preparatory courses in Algebra and Plane Geometry.
French	A study of grammar; reading of easy French, composition and conversation.
Latin	In the Latin I course an effort is made to master such vocabulary, inflections and syntax as seems necessary as a foundation for college preparatory work in the subject. Much time is devoted to reading and writing simple prose and in establishing the proper relation between Latin and English words. Boys who have a competent knowledge of English grammar attain the best success in this Latin course.
Spanish	A beginner's course which, although designed primarily for the student who will continue through a second year, will give a practical foundation of grammar enabling one to continue the language for his own pleasure. Pronunciation, dictation, reading of simple prose, oral practice.
Ancient History	Brief view of the Eastern nations, with emphasis on their civilization. History of Greece to the disintegration of Alexander's empire, with special attention to political, intellectual and artistic development. History of Rome to the death of Charlemagne, emphasizing the development of the Roman legal system and the Christian Church.
Mechanical Drawing	Lettering, geometrical problems, orthographic projection.

SENIOR SCHOOL

FORM III (THIRD YEAR FROM COLLEGE)

English	Continuation of the work of Form II in grammar, punctuation, and spelling. Composition and memory work. Class study of The Merchant of Venice, Ivanhoe, Adventures in Science, Moby Dick, and Treasure Island. Individual reading of at least four books from the College Entrance Board List.
Mathematics	The five books of Plane Geometry according to accepted standards. Emphasis on original proofs and practical applications. The course covers the College Board requirements.
Latin	Careful translation of four books of Caesar's Gallic War or an equal amount from approved authors, sight reading from Caesar, Nepos, Tacitus, or Pliny. Systematic study of grammar and Latin Composition. Prepares for Cp. 2 (Two-Year) Latin College Board Examination.
French	Continuation of the formal study of grammar and irregular verbs. Composition and translation of increasing difficulty. Conversational French. Preparation for Elementary French examination of the College Board.
Spanish	A thorough review of first year Spanish with more advanced work in grammar and composition. Careful translation of from 200 to 250 pages from leading writers. Further practice in conversational Spanish. This course prepares for the Elementary Spanish examination of the College Board.

Ancient History Brief view of the Eastern nations, with emphasis on their civilization. History of Greece to the disintegration of Alexander's empire, with special attention to political, intellectual and artistic development. History of Rome to the death of Charlemagne, emphasizing the development of the Roman legal system and the Christian Church.

Electives Certain electives are open to students at this point who do not plan to continue their education beyond the secondary school stage or are preparing for a higher institution whose entrance requirements do not conform to those of the traditional institution.

FORM IV (SECOND YEAR FROM COLLEGE)

English Continued study of rhetoric and composition. Memory work and extemporaneous speaking. Spelling drill. General survey of the literature of the eighteenth century. Individual reading of at least six books from the College Entrance Board List. Class study of Modern Essays, The Golden Treasury, Modern Poetry, two plays of Shakespeare, a modern novel, Short Stories, and a modern play.

Mathematics Review of Elementary Algebra with more difficult problems. Simultaneous quadratic equations with applications, variables, progressions, the binomial theorem, logarithms and the trigonometry requirements of the College Entrance Examination Board. This course prepares for the Elementary Algebra examination and is valued at two units for college entrance.

Latin	Study of Cicero's *Citizenship of Archias*, *Manilian Law*, and the four orations against Catiline. Sight reading of selections from other works of Cicero. Continued study of composition and grammar. Prepares for Cp. 3 (Three-Year) Latin examination.
French	Continued study of grammar and composition. Review of irregular verbs. Extensive reading from French classics. Dictation exercises and the writing of original abstracts. Special work for College Board examinations.
German	A beginner's course. Drill in pronunciation and the rudiments of grammar. Exercises to fix in mind the forms and to cultivate readiness in translation. Reading of easy German.
Spanish	Spanish courses offered in Form II and in Form III are open to students of this Form.
European History	College Preparatory course in European History from the beginning of the 17th century to the present time, noting especially leading characters with their influence upon their times, and the development of democratic, economic, and political problems, and map study.
Science	A standard college preparatory course in Chemistry. Lectures, recitations, laboratory experiments with reference to practical applications of Chemistry in everyday science and industry.

Electives Certain electives are open to students who do not plan to continue their education beyond the secondary school stage or are preparing for a higher institution whose entrance requirements do not conform to those of the traditional institution. These are Mechanical Drawing, Bookkeeping, Economics, Commercial Law, Business Arithmetic, and Commerce and Industry.

FORM V (SENIOR CLASS)

English Oral and written composition. General survey of English literature from Shakespeare to the present day. A detailed study of the literary types. A careful study, extending through the year, of classics selected by the College Entrance Board, and of modern literature.

Mathematics Solid Geometry. The standard content of the four books of Solid Geometry.
Plane Trigonometry. The college entrance requirements in the subject are covered.
Review Mathematics. This is a review course in Algebra and Plane Geometry for those contemplating taking the College Board examinations or for those seeking certification in these subjects.

Latin Careful reading of the required amount from the works of Virgil and Ovid. Critical study of the prescribed reading. Sight reading and appreciation of style. Continued study of grammar and historical background. Prepares for Cp. 4 (Four-Year) Latin College Board examination.

FRENCH	Continued study of grammar and composition. Review of irregular verbs. Extensive reading from French classics. Dictation exercises and the writing of original abstracts. Special work for College Board examinations.
SPANISH	Spanish courses offered in Forms II and III are open to students in this Form.
GERMAN	Continued drill in grammar and syntax. Exercises in writing German from texts and dictation. Reading of German prose and poetry. Preparation for Elementary German examination of the College Board.
AMERICAN HISTORY	College Preparatory course giving particular reference to leading personalities, economic, democratic, political and social development, and map study.
SCIENCE	The standard college preparatory course in Physics, dealing with the phenomena of mechanics, heat, electricity, sound, and light. Lectures, recitations and sufficient laboratory experiments to meet the college entrance requirements. Mathematical problems and discussion of practical applications.
ELECTIVES	Certain electives are open to students who do not plan to continue their education beyond the secondary school stage or are preparing for a higher institution whose entrance requirements do not conform to those of the traditional institution. These are Mechanical Drawing, Bookkeeping, Economics, Commercial Law, Business Arithmetic, and Commerce and Industry.

GENERAL COURSE

As explained under Graduation Requirements certain elections may be made that will count for graduation in the General Course other than those required for graduation from college. Such elective subjects are here outlined:

Economics	A study of the principles outlining modern business and industrial conditions. Present day problems including transportation, public ownership and control, and taxation.
Commercial Law	The principles of business law, including contracts, sales, negotiable instruments, agency, partnerships and corporations.
Bookkeeping	The elementary principles of double-entry bookkeeping, short exercises in recording business transactions, in taking trial balances and closing the books; carefully prepared sets which illustrate modern bookkeeping practices.
Business Arithmetic	Problems in arithmetic sufficient to meet the needs of the student in elementary bookkeeping; especial attention paid to percentage, interest, bank discount, and commission. Rapid calculation.
Commerce and Industry	A study of the industries and natural resources of the United States, Canada, Mexico, and South America. Oral and written reports on present day commercial conditions as reflected in the current magazines and daily press.
Spelling	. . . .

FINANCIAL

THE TUITION RATE in the Huntington School for all students is $425 for the school year.

The tuition fees are payable in advance; three-fifths at the date of entrance, and two-fifths on or before January 1. Students entering before November 15 are charged from the beginning of the school year.

REGISTRATION FEE	A registration fee of $5 is due from all new students when a place is reserved. When once paid, it will not be refunded. When an applicant enrolls in the School, it is understood, unless otherwise specified, that he enrolls for the entire year.
BOOKS AND SUPPLIES	All students buy their own books and supplies. This material can be purchased from the bookstore located in the building.
PUBLIC SPEAKING	All students enrolled in the Public Speaking Course are charged a fee of $3.
CHEMISTRY PHYSICS	A laboratory fee of $10 is charged all students taking either Chemistry or Physics.
RECORD AND PERISCOPE	All students pay a fee of $5 for the biweekly paper, the *Record*, and the student annual, the *Periscope*.
GRADUATION	All students graduated from the School are charged a graduation fee of $10, which covers the cost of diploma and expenses incidental to graduation. All financial obligations to the School must be met before a diploma can be awarded or credit given for work completed in the School.

Drawing Instruments To save the student a cost of $20 for drawing instruments and supplementary equipment the School will rent complete sets for $5 per year.

Charges for Medical Attention The School will not assume responsibilities for injuries received or for expense incurred because of necessary medical attention for injuries received in connection with athletics.

Students' Tickets Students who live in suburban towns can secure railroad tickets at greatly reduced rates by applying at the office of the railroad. Students of the School are permitted to ride on the Boston Elevated on payment of one-half fare.

Refunds

The School assumes the obligation of carrying the student throughout the year.

Instruction and accommodations are provided on a yearly basis; therefore no refunds are granted except in cases where students are compelled to withdraw on account of personal illness.

References

Applicants for admission to the Huntington School must furnish the names of two persons, not relatives, who are able to vouch for the character and ability of the student and the financial responsibility of the parent.

The School is always pleased to refer those who inquire to parents, alumni, or educators, who are thoroughly familiar with the work of the School. Names and addresses will be furnished upon request.

Most of our students come to us through the recommendation of former students and their parents and of college deans.

HUNTINGTON SUMMER SCHOOL

EACH year,the School conducts a Summer Session beginning about the first of July and continuing for nine weeks.

The aim of the School is to provide tutoring and class instruction for those who are conditioned in grammar school, high school or college entrance subjects; for those who wish to complete a four-year high school course in three years; and for those who wish to make special preparation for entrance examinations to New England colleges.

The program of work includes all the courses accepted for admission by colleges, together with work usually given in the seventh and eighth grades.

The teaching force is made up of the men of the regular school faculty.

The Summer Session is co-educational; the regular session is not.

The Huntington Summer School was established in 1912 and since that time has prepared a large number of students for entrance to the New England colleges and others outside this area.

The classes are small. The program of work is so arranged that a year's work in any course, as ordinarily counted by high schools, is completed during the Summer Session. Students who elect work which they have not before attempted usually pursue only one or two courses. Those who are reviewing are limited only to the amount of work that they can do well.

CHARGES

THE RATE of tuition for one subject is $50, for two subjects $100, and for each additional subject $25. Tuition is not refunded because of withdrawal or change of schedule. The laboratory fee for Chemistry is $10. Students enrolled in the Physics course are required to pay a laboratory fee of $5.

Each student pays a registration fee of $5 in addition to the above charges. Fees are not refunded in case of withdrawal. All fees are in addition to the regular tuition charge.

Three-fifths of the tuition is due upon entrance, plus the registration fee. The balance, including laboratory fees, is due at the middle of the term.

A special circular of this School will be forwarded upon request.

HUNTINGTON ALUMNI

HUNTINGTON, although a comparatively young school, has an alumni group numbering about seven hundred. Most of these young men have graduated from college or are still in college; the remainder having gone directly into business.

The School is proud of its alumni, not only for the satisfactory records which they are making as individuals but for the support which they are giving to the School.

A large percentage of our students come to us through alumni recommendation.

There is an active alumni association. Each year an alumni banquet is held. The present officers are:

WENTWORTH JOHNSON MARLING (1916), *President*

DR. WILLIAM ABORN SPINNEY (1923), *Vice-President*

ALBERT STANLEY CUSHING (1915), *Secretary*

CHARLES WILLIAM TUCKER (1917), *Treasurer*

THE ALUMNI FUND

EVERY SCHOOL needs alumni support, both financial and otherwise. Each year many of those who have attended the School contribute to the "alumni fund". At the present time any money available from this fund is used for scholarships for capable and deserving boys who need financial assistance. Those who are directing the School will greatly appreciate any contribution that alumni and friends of the School care to make. Contributions may be sent to the treasurer of the Alumni Association and addressed to the school office.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

During the year 1931-32, students were enrolled in the Huntington School from the towns and cities listed below:

Allston
Arlington
Ashmont
Attleboro
Auburn, Maine
Auburndale
Belmont
Beverly
Boston
Bradford
Braintree
Brighton
Brockton
Brookline
Buffalo, N. Y.
Cambridge
Canton
Charlestown
Chelsea
Coeymans, N. Y.
Dedham
Dorchester
East Boston
Eastondale
Farmington, Maine
Framingham
Franklin
Gloucester
Greenwood
Hingham
Hyde Park
Jamaica Plain
Lawrence
Lexington
Lowell
Lynnfield
Malden
Marblehead
Mattapan
Medford
Melrose
Milton
Nashua, N. H.
Natick
Needham
Newton
New Britain, Conn.
New York City
North Billerica
Norwood
Peabody
Poughkeepsie, N. Y.
Providence, R. I.
Quincy
Randolph
Reading
Revere
Rockville, Conn.
Roslindale
Roxbury
Salem
Sharon
Somerville
South Dartmouth
Springfield
St. Francois, Mo.
Stoneham
Stoughton
Swampscott
Taunton
Waban
Waltham
Watertown
Wellesley
Weston
West Roxbury
Winchester
Windham, N. H.
Winthrop
Wollaston
Woods Hole

COLLEGES WHICH HUNTINGTON GRADUATES HAVE ENTERED

Huntington sends approximately sixty boys to college each year. During the past five years, graduates of the School have entered the following institutions of learning:

Allegheny College
Amherst College
Bates College
Boston College
Boston University
Bowdoin College
Brown University
Clark University
Colby College
Colgate University
College of William & Mary
Columbia University
Cornell University
Dartmouth College
DePauw University
Duke University
Fordham University
Georgetown University
Harvard University
Holy Cross College
Lafayette College
Lowell Textile Institute
Massachusetts College of Pharmacy
Mass. Institute of Technology
Massachusetts State College
Middlebury College
Northeastern University
Norwich University
Pomona College
Princeton University
Purdue University
Rensselaer Polytechnic Institute
Syracuse University
Trinity College
Tufts College
U. S. Military Academy
U. S. Naval Academy
University of Alabama
University of Kentucky
University of Maine
University of Michigan
University of New Hampshire
University of Pennsylvania
University of Vermont
Washington and Lee University
Wesleyan University
Worcester Polytechnic Institute
Yale University

GENERAL SCHOLARSHIP FUND

We feel that it is the duty of every college preparatory school to make some contribution towards the education of worthy boys who have the ability to go to college and who should, as a matter of fact, have a college training. We feel that there are many among the alumni and friends of the School who are glad to help such boys by making contributions to a general scholarship fund. Such contributions should be sent to the school office and checks should be made payable to the Huntington School.

FORM OF BEQUEST

While it is not necessary, it would be appreciated if those contemplating gifts or bequests would confer with the Headmaster of the School regarding the needs of the School before legal papers are drawn.

Funds given to the School should be left in the following manner:

"I give and bequeath to the Huntington School for Boys the sum of..........................dollars."

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